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ABSTRACT

This annual report provides a statement of the mission of the New Mexico Commission on Higher Education and an overview of its major initiatives and accomplishments, reflecting the Commission's emphasis on achieving the policy goals set forth in a 1988 strategic plan and a 1990 management plan. It analyzes, via text and tables, the following issues: (1) financing of postsecondary education (budget information, student financial assistance, and capital investment); (2) planning (enrollments, articulation, and future directions); (3) accountability (participation of historically underrepresented groups, transfer from two-year institutions, student persistence, student outcome assessment, student placement, measures of educational process, and numbers and sources of graduate students); and (4) research (the Course Transfer Activity Study, participation of minorities and women in undergraduate and graduate education, child care needs assessment, and 2-year funding). The report also includes a map and list of institutions, a list of mandates to the Commission, funding formulas, a list of grantees of the Eisenhower Mathematics and Science Education program, a description of Cooperative Education Network activities, and a description of the Educational Options Information Campaign. (JDD)

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ED 368 285

ANNUAL REPORT ON HIGHER EDUCATION IN NEW MEXICO

1991

New Mexico Commission on Higher Education
Santa Fe, New Mexico

HE 027 302

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ANNUAL REPORT ON HIGHER EDUCATION IN NEW MEXICO

1991

New Mexico Commission on Higher Education
Santa Fe, New Mexico

State of New Mexico

Commission on Higher Education

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To: The Honorable Bruce King
Governor of the State of New Mexico

The Honorable Members of
the New Mexico Legislature

The 1991 Annual Report provides an overview of major initiatives and accomplishments of the Commission on Higher Education. These reflect the Commission's emphasis on achieving the policy goals set forth in the 1988 strategic plan and in the 1990 management plan. This Annual Report describes policy development in financing postsecondary education, planning and articulation, and capital investment. The Annual Report also addresses legislation passed during the 1991 New Mexico Legislature.

This Annual Report provides other useful information and facts about the Commission's responsibilities, the second Annual Report Card, funding, budgets, faculty salaries, student financial aid, enrollments, and participation of minorities and women in graduate and undergraduate education.

The Commission on Higher Education is currently developing a policy on long range planning that will address representation on a standing statewide higher education planning committee; planning committee structures within the Commission; the structure for planning itself, including Commission and committee assignments, iteration, and monitoring; and the schedule upon which discrete planning tasks are to be accomplished relative to the fiscal year and legislative sessions. The Commission planning agenda also includes educational issues raised by current use of and proposals relating to technology.

Higher education in New Mexico is facing a challenging decade, and it is a privilege to be a part of its progress.

Respectfully submitted,

James E. Snead, Chairman
November 1991

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Administrative Secretary

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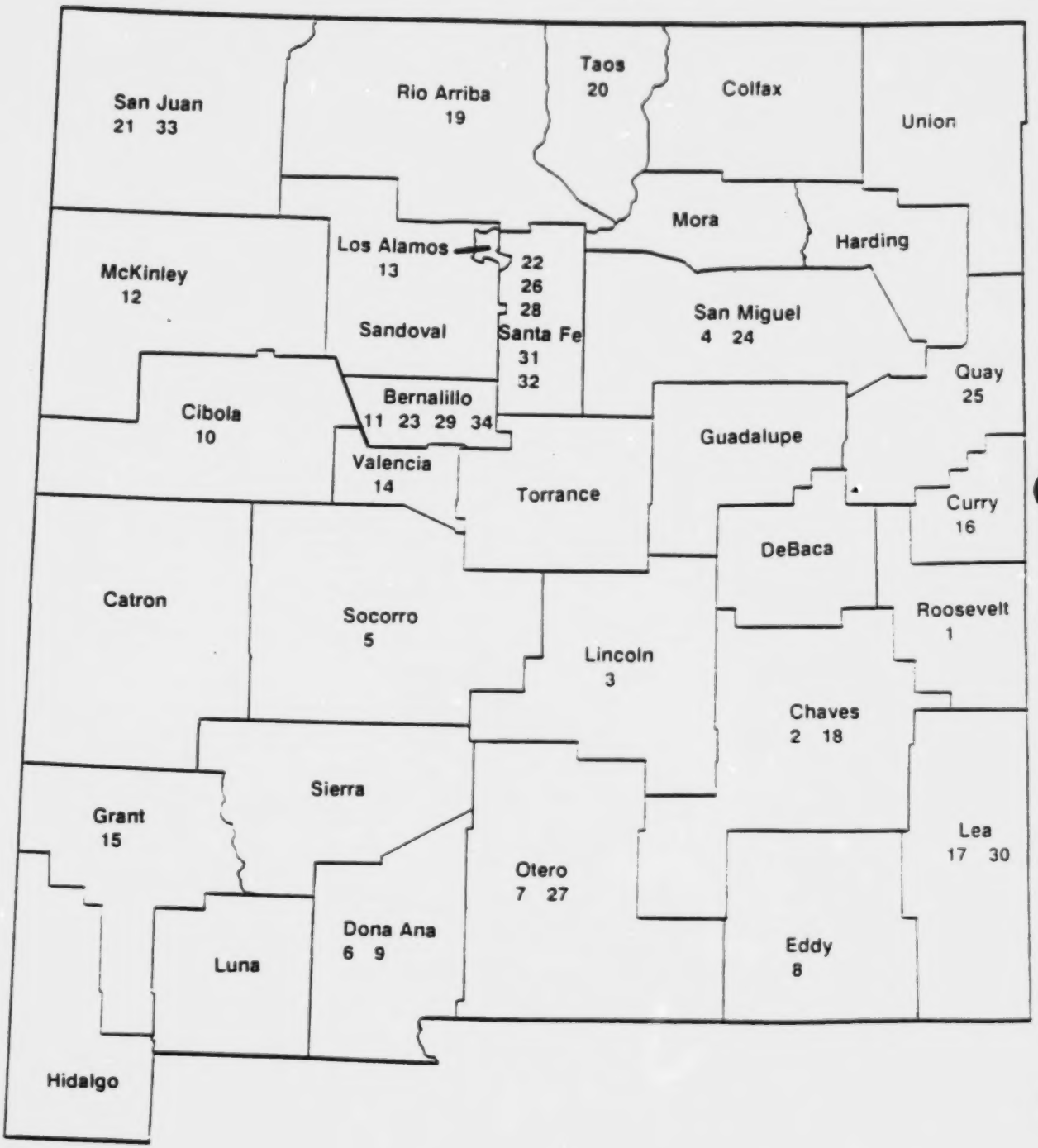
Western New Mexico University (1992)


San Juan
21 33
Rio Arriba
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Taos
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Colfax
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Mora
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Sandoval
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Valencia
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Torrance
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DeBaca
Catron
Socorro
5
Roosevelt
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Lincoln
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Chaves
2 18
Sierra
Grant
15
Lea
17 30
Otero
7 27
Dona Ana
6 9
Eddy
8
Luna
Hidalgo

Four-Year Institutions and Their Branches

1. Eastern New Mexico University (ENMU)
2. ENMU-Roswell Branch
3. ENMU-Ruidoso Educational Center
4. New Mexico Highlands University (NMHU)
5. New Mexico Institute of Mining and Technology (NMIMT)
6. New Mexico State University (NMSU)
7. NMSU-Alamogordo Branch
8. NMSU-Carlsbad Branch
9. NMSU-Dona Ana Branch
10. NMSU-Grants Branch
11. University of New Mexico (UNM)
12. UNM-Gallup Branch
13. UNM-Los Alamos Branch
14. UNM-Valencia Branch
15. Western New Mexico University (WNMU)

Two-Year Institutions

16. Clovis Community College (CCC)
17. New Mexico Junior College (NMJC)
18. New Mexico Military Institute (NMMI)
19. Northern New Mexico Community College (NNMCC)-El Rito/Espanola
20. NNMCC-Taos Educational Center
21. San Juan College (SJC)
22. Santa Fe Community College (SFCC)
23. Albuquerque Technical-Vocational Institute (T-VI)
24. Luna Vocational-Technical Institute (LVTI)-Las Vegas/Springer/Santa Rosa
25. Tucumcari Area Vocational School (TAVS)

Public Special Schools

26. New Mexico School for the Deaf
27. New Mexico School for the Visually Handicapped

Private Colleges

28. College of Santa Fe (CSF)
29. CSF-Albuquerque
30. College of the Southwest
31. St. John's College

Native American Institutions

32. Institute of American Indian Arts
33. Navajo Community College-Shiprock Branch
34. Southwestern Indian Polytechnic Institute

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A. MISSION OF THE COMMISSION ON HIGHER EDUCATION

It is the mission of the New Mexico Commission on Higher Education to represent the public and institutions of higher education [21-1-26B NMSA 1978] and to be concerned with all types of postsecondary education and all types of postsecondary institutions and programs [21-2-3] by carrying out the statutory mandates that legally define the specific responsibilities of the Commission. The mandates are grouped to indicate broad areas of Commission responsibility.

1. Financing of Postsecondary Education

The Commission was formed "to deal with the problems of finance of those educational institutions designated in Article 12, Section 11 of the Constitution of New Mexico and for the University of New Mexico Medical Center, and with those of all other state-supported postsecondary institutions" [21-1-26.A].

- It has been charged to develop a funding formula, within statutory guidelines, that will provide equitable distribution of available funds [21-1-26.A(1)] to each institution of higher education to allow each such institution to accomplish its mission as determined by a statewide planning effort [21-2-5.1.A].

- It is also charged to receive, adjust, and approve institutional budgets prior to their submission to the Budget Division of the State Department of Finance and Administration [21-1-26.A(2)].

2. Planning and Coordination of State System

The Commission is directed to carry out a continuing program of statewide planning for postsecondary education [21-2-5]. It is to make specific recommendations to appropriate state agencies, the legislature, and governing authorities of postsecondary institutions to accomplish the implementation of a coordinated statewide system of postsecondary education [21-2-5.I, J, K].

3. Capital Expenditures

With the State Board of Finance, the Commission is to give prior review and approval

to the purchase of real property and the construction of buildings and other major structures and major remodeling projects for certain institutions [21-1-21].

4. Research and Reporting

The Commission is to perform data collections, assessments [21-2-5], analysis [21-2-5], audits [21-1-26.3], and reports [21-2-7].

5. Student Financial Assistance

The Commission is to promulgate rules for and administer a variety of loan, work-study, and scholarship funds and programs [21-1-36, 37, 21-21.(A through I), 21-22.A, B)].

6. Program Administration

The Commission is to administer specific programs and exercise review authority for which it is given statutory authority and responsibility.

- It is to administer the state cooperative education program [21-1-37].
- It is to prevent misrepresentation, fraud, and collusion in offering educational programs to persons over the compulsory school attendance age [21-23, 24, 25].

B. MAJOR INITIATIVES AND ACCOMPLISHMENTS

The activities and accomplishments of the Commission during 1990 and 1991 reflect its emphasis on achieving the policy goals set forth in the 1988 strategic plan and in the 1990 management plan.

1. Financing of Postsecondary Education

Regarding financing of postsecondary education, the Commission:

- developed a proposed formula factor to provide enhanced support for renewal and replacement of instructional equipment;
- developed revised out-of-state comparison groups for New Mexico four-year universities;
- conducted studies of New Mexico four-year institution instructional expenditures and faculty salaries relative to the revised comparison groups;
- developed and assigned priorities to a comprehensive set of funding recommendations for higher education institutions for consideration by the New Mexico legislature based;
- evaluated the need for and supported a proposed off campus center at Ruidoso, contingent on local electorate supporting the necessary tax increase;
- completed enrollment verification at Western New Mexico University, New Mexico State University, and New Mexico Institute of Mining and Technology;
- developed a funding policy to facilitate the expansion of distance learning opportunities, including instructional television, military base, and off-campus graduate instruction;
- developed regulations with SDE regarding state funding for both public school districts and postsecondary institutions in support of high school students who are taking courses at postsecondary institutions (concurrent enrollment);

- participated in the development of legislation governing reporting relationships and investment practices of foundations attached to educational institutions;
- served on the Industrial Development Training Board and administered funds appropriated to the Commission for the Rapid Response Training Program;
- conducted a cost study of four-year institution instructional expenditures;
- developed a comprehensive set of modifications to the four-year institution funding formula;
- initiated a study of two-year college funding as directed by HM 59; and
- facilitated a study of funding procedures for agriculture programs at New Mexico State University as directed by HM 77.

2. Planning and Articulation

Regarding planning and articulation, the Commission:

- conducted the first orientation and inservice program for regents and trustees of New Mexico institutions;
- analyzed and prepared summaries of institutional plans to illuminate policy issues related to such areas as institutional mission, governance, instructional programs, research, use of student outcomes, enrollment management, faculty, distance education, cooperative education, capital planning and resource planning;
- revised Institutional Planning Guidelines in areas relating to capital resources, resource planning, new graduate programs, and cooperative education;
- coordinated a statewide higher education planning seminar, hosted by UNM, including a status report on statewide planning, discussions on integrated institutional planning, business/education partnerships, development of a statewide telecommunications system, linkages between higher education data and finance, faculty supply and development, and improving productivity and accountability in higher education;
- compiled and distributed a complete inventory of instructional programs

to all postsecondary institutions and all New Mexico high school counselors' offices;

- initiated the next program review cycle by developing a flagging study of unproductive baccalaureate and graduate programs and scheduling the reviews at the six four-year institutions beginning fall 1991;

- co-sponsored with SDE and U S West five regional articulation conferences focusing on public school and higher education linkages that were hosted by SJC, NMHU, NMIMT, WNMU, and ENMU;

- updated general education and program matrices for statewide course articulation and supported initiatives to enhance course transfer in business, education, engineering, computer science, mathematics, English, and the technologies;

- approved guidelines for articulation policy and transfer of credits between state educational institutions;

- jointly with the State Board of Education undertook planning for better use of educational technology, including establishment of a telecommunication network linking education institutions;

- jointly with the State Board of Education undertook analysis of student data needs and design of a data system capable of following student progress through their public school and postsecondary years; and

- contributed to development of a National Science Foundation systemic change proposal to restructure mathematics and science education in K-16;

3. Capital Investment

Regarding capital investment, the Commission:

- integrated requirements for institutional facilities planning with the overall institutional plans;

- revised policy on capital planning and budgeting to reflect the priorities and evaluative criteria currently used by the Commission;

- revised policy on submitting capital projects to the Commission for final approval to reflect current statutes and practices;

- redesigned the CHE space file database and reports, reducing the volume and detail of reported information and developing new reports to serve needs of the CHE;

- compiled databases containing information on capital project approvals and funding from 1985 to the present;

- reviewed $218 million in capital outlay requests from institutions, conducted site visits to 17 campuses, held hearings, and developed recommendations for submission to the Executive and Legislature;

- recruited a task force of institutional representatives to study building renewal and replacement needs, including deferred maintenance, grounds, infrastructure, and environmental code compliance, and to make recommendations for modifying the Building Renewal and Replacement funding formula;

4. Research and Reporting

Regarding research and reporting, the Commission:

- analyzed and responded to feasibility studies regarding changes in organizational status of the Clovis and Roswell branch campuses of Eastern New Mexico University;

- upon receipt of verified election results, declared creation of a community college district with boundaries of the Clovis Municipal School District;

- found Chaves County feasibility study to be in compliance with statutory and regulatory criteria, and agreed to set an election date in conjunction with the petitioning boards of education;

- analyzed and responded to a feasibility study regarding development of a Ruidoso off-campus center;

- submitted to the governor and the legislature an annual report including the first Report Card for higher education with data and analyses relating to student participation, retention, advisement, outcomes assessment, placement, student participation in sponsored research programs, student transfer from two-year to four-year institutions, full-time faculty teaching developmental studies and lower division courses, enrollments, financing and financial aid;

- conducted a study of minority student participation, persistence, and

achievement, including recommendations for a statewide plan to increase minority participation, in response to HM 23 of the 1990 New Mexico Legislature; this study laid a base for research in response to HM 38 and HM 91 of the 1991 legislature;

- conducted the second study of student course transfer activity in compliance with HB 707 passed by the 1989 Legislature; simplified reporting format and electronic data-gathering process for 1990-91;
- approved 128 private proprietary school registrations for FY 1991-1992;
- developed a legislative initiative to strengthen regulation of proprietary schools for the protection of the public;
- recognized the critical need for a baccalaureate level program in teacher education in Gallup; and
- began the process of reorganizing the higher education database.

5. Student Financial Assistance

Regarding administration of and policy governing financial aid programs, the Commission:

- updated study of prepaid tuition and college savings plans and presented results to various legislative committees;
- developed rules and administrative procedures for administering child care grants and minority doctoral loans-for-service;
- conducted seminars and workshops for campus coordinators of Cooperative Education, and gathered data about present level of activity in this field;
- contracted for and participated in development of state's first Education Options Information campaign;
- adopted revised methods for distributing grant funds to more nearly reach the neediest students, within the parameters of the various programs; and
- considered a report and potential recommendations regarding student exchange and state policy governing the development and renegotiation of new and existing tuition reciprocity agreements.

1. Budget Information

Instruction and General Operating Budgets

Table C.1.1 provides a summary of the 1991-92 Instruction and General (I&G) operating budgets for the postsecondary institutions. On average, about 54 percent of the I&G budgets are devoted to direct instructional costs and 46 percent is allocated to general support costs such as libraries, student services, physical plant operations and administration. As is expected, this table also indicates that costs per FTE student are generally lower at two-year institutions than four-year universities, particularly in terms of instructional expenditures.

Faculty Salaries and Compensation Levels

Table C.1.2 summarizes the average increase in faculty salaries at each of the institutions over the past three years. Increases provided over this period have generally exceeded the increase provided through the legislative process. Institutions have augmented the appropriations provided for compensation increases with revenues from other sources, including tuition increases.

Table C.1.3 provides information on average faculty salaries and compensation levels for the six four-year institutions. Salary and compensation levels at the research institutions (UNM, NMSU, NMIMT) are significantly higher than at the regional universities.

Table C.1.4 compares the faculty salary and compensation levels of New Mexico universities to those of CHE-approved comparison groups. This table clearly shows that salary and compensation levels in New Mexico are lower than the average at similar institutions in other states. New Mexico institutions tend to compare slightly less favorably in terms of total compensation than in terms of salaries, indicating that the fringe benefit package in New Mexico is generally less attractive than at comparison group institutions. This table also indicates that the relative discrepancy between New Mexico and comparison group institutions is greatest for the research institutions.

Resident Tuition and Fee Rates

Table C.1.5 illustrates 1991-92 resident tuition and fee rates for each of the institutions. Tuition and fee charges at the two-year institutions are significantly lower than at the universities and also generally increased by a smaller percentage in 1991-92. This is a pattern which has been evident for several years.

Table C.1.1. Analysis of Instruction and General Expenditures: Fiscal Year 1991-92 Operating Budgets---Unrestricted

INSTITUTION	ENTIRE YEAR FTE	INSTRUCTION BUDGET $,000's	INSTRUCTION $/ FTE	INSTRUCTION PERCENT OF I&G	GENERAL BUDGET $,000's	GENERAL $/ FTE	GENERAL PERCENT OF I&G	TOTAL I & G BUDGET $,000's	TOTAL I & G $/ FTE
FOUR-YEAR INSTITUTIONS									
UNM	18,772	72,253.9	3849	56.1%	56,516.7	3011	43.9%	128,770.6	6860
NMSU	12,576	45,186.0	3593	57.0%	34,047.0	2707	43.0%	79,233.0	6300
ENMU	3,225	10,160.0	3150	52.6%	9,151.0	2838	47.4%	19,311.0	5988
NMHU	2,107	6,681.1	3171	49.3%	6,871.5	3261	50.7%	13,552.6	6432
WNMU	1,627	4,796.3	2948	47.3%	5,334.3	3279	52.7%	10,130.6	6227
NMIMT	1,079	6,243.2	5786	45.1%	7,593.4	7037	54.9%	13,836.6	12824
TOTAL FOUR-YEAR	39,386	145,320.5	3690	54.9%	119,513.9	3034	45.1%	264,834.4	6724
BRANCH COLLEGES									
ALAMOGORDO	1,067	2,176.0	2039	56.8%	1,653.6	1550	43.2%	3,829.6	3589
CARLSBAD	654	1,342.2	2052	52.5%	1,215.0	1858	47.5%	2,557.2	3910
DONA ANA	1,562	3,531.7	2261	63.7%	2,008.7	1286	36.3%	5,540.4	3547
GRANTS	308	767.3	2491	45.9%	904.1	2935	54.1%	1,671.4	5427
GALLUP	1,213	2,510.0	2069	57.8%	1,832.9	1511	42.2%	4,342.9	3580
LOS ALAMOS	433	825.3	1906	45.8%	977.8	2258	54.2%	1,803.1	4164
VALENCIA	721	1,228.4	1704	46.8%	1,395.3	1935	53.2%	2,623.7	3639
ROSWELL	1,261	2,747.4	2179	49.3%	2,825.4	2241	50.7%	5,572.8	4419
TOTAL BRANCHES	7,219	15,128.3	2096	54.1%	12,812.8	1775	45.9%	27,941.1	3870
INDEPENDENT TWO-YEAR INSTITUTIONS									
NORTHERN	951	2,078.3	2185	41.7%	2,910.1	3060	58.3%	4,988.4	5245
CLOVIS	1,449	2,875.0	1984	52.9%	2,560.0	1767	47.1%	5,435.0	3751
SANTA FE	1,065	2,824.5	2652	47.1%	3,170.9	2977	52.9%	5,995.4	5629
NMJC	1,417	3,087.9	2179	49.3%	3,180.6	2245	50.7%	6,268.5	4424
SAN JUAN	1,906	4,295.5	2254	44.5%	5,367.4	2816	55.5%	9,662.9	5070
ALBUQUERQUE T-VI	8,154	19,496.2	2391	56.0%	15,335.3	1881	44.0%	34,831.5	4272
LUNA V-TI	734	2,162.2	2946	40.4%	3,194.3	4352	59.6%	5,356.5	7298
TUCUMCARI AVS	175	889.0	5080	49.0%	923.7	5278	51.0%	1,812.7	10358
TOTAL INDEP 2-YEAR	15,851	37,708.6	2379	50.7%	36,642.3	2312	49.3%	74,350.9	4691
TOTAL TWO-YEAR INST	23,070	52,836.9	2290	51.7%	49,455.1	2144	48.3%	102,292.0	4434
GRAND TOTAL	62,456	198,157.4	3173	54.0%	168,969.0	2705	46.0%	367,126.4	5878

Table C.1.2. **Summary of Budgeted Faculty Salary Increases, Fiscal Years 1990, 1991, 1992**

INSTITUTION	1989-90	1990-91	1991-92
FOUR-YEAR INSTITUTIONS			
UNM Main Campus	6.7%	7.0%	4.9%
Medical Center	7.0%	6.5%	2.5%
NMSU	4.0%	6.0%	3.0%
ENMU	5.0%	4.7%	1.7%
NMHU	6.0%	5.0%	6.0%
WNMU	5.5%	6.0%	2.0%
NMIMT	5.0%	5.0%	2.2%
BRANCH COLLEGES			
ALAMOGORDO	4.0%	6.0%	3.0%
CARLSBAD	4.0%	6.0%	3.0%
DONA ANA	4.0%	6.0%	3.0%
GRANTS	4.0%	6.0%	3.0%
GALLUP	5.5%	12.0%	5.0%
LOS ALAMOS	N/A	N/A	N/A
VALENCIA	6.5%	8.8%	4.5%
ROSWELL	5.0%	6.0%	1.5%
INDEPENDENT TWO-YEAR INSTITUTIONS			
NORTHERN	8.6%	3.2%	6.5%
CLOVIS	5.4%	4.8%	2.2%
SANTA FE	6.3%	6.5%	6.0%
NMJC	7.0%	6.0%	2.0%
SAN JUAN	5.5%	4.0%	6.0%
ALBUQUERQUE T-VI	5.0%	6.0%	1.5%
LUNA V-TI	5.0%	6.0%	3.0%
TUCUMCARI AVS	5.0%	6.0%	2.0%
SPECIAL SCHOOLS			
NMMI	4.9%	7.0%	3.0%
NMSD	5.0%	5.0%	3.1%
NMSVH	6.0%	6.0%	4.0%

Source: Annual institutional operating budget submissions and telephone follow-up.

Table C.1.3. **Study of Faculty Compensation, 1990-91**
Average Faculty Salary and Compensation by Rank

INSTITUTION	PROFESSOR			ASSOCIATE PROFESSOR			ASSISTANT PROFESSOR			WEIGHTED INSTITUTIONAL AVERAGE ACROSS RANKS	
	NUMBER	AVG SALARY	AVG COMP	NUMBER	AVG SALARY	AVG COMP	NUMBER	AVG SALARY	AVG COMP	AVERAGE SALARY	AVERAGE COMPENSATION
UNIVERSITY OF NEW MEXICO	307	51,900	61,800	246	38,100	45,800	213	35,200	42,400	42,824	51,267
NEW MEXICO STATE UNIVERSITY	204	47,700	57,700	159	39,900	48,500	191	32,800	39,800	40,324	48,888
N.M. INSTITUTE OF MINING AND TECHNOLOGY	30	44,100	53,300	33	36,800	44,800	22	37,300	45,500	39,506	47,981
EASTERN NEW MEXICO UNIVERSITY	25	42,800	52,100	34	34,700	42,700	63	29,600	37,000	33,726	41,683
NEW MEXICO HIGHLANDS UNIVERSITY	35	39,400	48,100	26	34,500	42,000	37	29,200	34,300	34,249	41,271
WESTERN NEW MEXICO UNIVERSITY	25	43,000	51,400	15	34,100	41,100	19	28,300	34,400	36,003	43,307

SOURCE: Academe Annual Report on the Economic Status of the Profession 1990-91, March-April,1991

Table C.1.4. Comparison of 1989-90 and 1990-91 Faculty Compensation Studies

INSTITUTION	AVERAGE FACULTY SALARY			AVERAGE FACULTY COMPENSATION		
	NEW MEXICO	COMPARISON GROUP	NM % OF COMP GROUP	NEW MEXICO	COMPARISON GROUP	NM % OF COMP GROUP
UNIVERSITY OF NEW MEXICO						
1989-90 Study	$40,016	$44,257	90.4%	$47,616	$54,219	87.8%
1990-91 Study	$42,824	$46,755	91.6%	$51,267	$57,579	89.0%
Percent Change	7.0%	5.6%		7.7%	6.2%	
NEW MEXICO STATE UNIVERSITY						
1989-90 Study	$38,106	$42,001	90.7%	$45,747	$51,622	88.6%
1990-91 Study	$40,324	$44,088	91.5%	$48,888	$54,385	89.9%
Percent Change	5.8%	5.0%		6.9%	5.4%	
NEW MEXICO HIGHLANDS UNIVERSITY						
1989-90 Study	$32,625	$34,904	93.5%	$38,327	$43,102	88.9%
1990-91 Study	$34,249	$36,448	94.0%	$41,271	$45,179	91.4%
Percent Change	5.0%	4.4%		7.7%	4.8%	
WESTERN NEW MEXICO UNIVERSITY						
1989-90 Study*	$33,719	$34,877	96.7%	$40,568	$42,916	94.5%
1990-91 Study	$36,003	$36,906	97.6%	$43,307	$45,538	95.1%
Percent Change	6.8%	5.8%		6.8%	6.1%	
EASTERN NEW MEXICO UNIVERSITY						
1989-90 Study	$32,951	$33,513	98.3%	$40,747	$40,978	99.4%
1990-91 Study	$33,726	$35,079	96.1%	$41,683	$43,325	96.2%
Percent Change	2.4%	4.7%		2.3%	5.7%	
NEW MEXICO TECH						
1989-90 Study	$37,861	$44,493	85.1%	$46,167	$54,429	84.8%
1990-91 Study	$39,506	$45,371	87.1%	$47,981	$55,360	86.7%
Percent Change	4.3%	2.0%		3.9%	1.7%	

* WNMU compensation data for 1989-90 revised to correct fringe benefit percentage.

Table C.1.5. **Summary of 1991-92 Resident Undergraduate Tuition and Fees**

INSTITUTION	FULL-TIME RATE PER SEMESTER	PERCENT CHANGE
FOUR-YEAR INSTITUTIONS		
UNM	$777.00	6.95%
NMSU	797.00	7.12%
ENMU	639.00	3.90%
NMHU	624.00	6.12%
WNMU	561.28	10.75%
NMIMT	764.40	9.83%
BRANCH COLLEGES		
ALAMOGORDO	312.00	4.00%
CARLSBAD	312.00	4.00%
DONA ANA	312.00	8.33%
GRANTS	288.00	4.35%
GALLUP	276.00	0.00%
LOS ALAMOS	264.00	10.00%
VALENCIA	282.00	4.44%
ROSWELL	294.00	6.52%
INDEPENDENT TWO-YEAR INSTITUTIONS		
NORTHERN	269.00	12.55%
CLOVIS	260.00	0.00%
SANTA FE	218.00	0.00%
NMJC	195.00	0.00%
SAN JUAN	180.00	0.00%
ALBUQUERQUE T-VI	296.00 *	5.34%
LUNA V-TI	214.00 *	0.00%
TUCUMCARI AVS	10.00	0.00%
SPECIAL SCHOOLS		
NMMI	530.00	3.92%
NMSD	N/A	N/A
NMSVH	N/A	N/A

* Associate degree or academic courses only.

Table C.2.1. State Funded Financial Assistance

STATE FUNDED STUDENT FINANCIAL ASSISTANCE
GENERAL FUND APPROPRIATIONS, 1985-86 and 1990-91
(in thousands)

	1985 - 86			1990 - 91			Changes		
APPROPRIATION & AVERAGES	Enrollmnt(1)	Spending	Avg $/Per	Enrollmnt(1)	Spending	Avg $/Per	Enrollmnt(1)	Spending	Avg $/Per
Grants & Scholarships	39,173	$2,365.6	$60	61,472	$10,653.7	$173	56.9%	350.4%	188.3%
Work Awards	39,173	1,380.9	35	61,472	3,459.7	56	56.9%	150.5%	60.0%
Totals:	39,173	$3,746.5	$95	61,472	$14,113.4	$229	56.9%	276.7%	141.1%

PROGRAMS & RECIPIENTS	Recipients	Spending	Avg$/per Recipient	Recipients	Spending	Avg $/per Recipient	Recipients	Spending	Avg $/per Recipient
Grants & Scholarships:									
Student Incentive Grants	2,367	826.0	$ 349	7,095	$ 5,124.1	$ 722	199.7%	520.4%	106.9%
Student Choice	132	247.5	1,875	287	481.4	1,677	117.4%	94.5%	(10.6)%
Vietnam Vet's	76	58.6	771	137	95.9	700	80.3%	63.7%	(9.2)%
Athlete Scholarships	0	0.0	n/a	1,012	1,888.4	1,866	n/a	n/a	n/a
Three (3) % Scholarships	1,406	1,233.5	877	2,621	2,176.5	830	86.4%	76.4%	(5.4)%
New Mexico Scholars	0	0.0	n/a	937	887.4	947	n/a	n/a	n/a
Subtotal	3,981	$2,365.6	$ 594	12,089	$10,653.7	$ 881	n/a	n/a	n/a
Work Awards:									
State Work Study Awards	1,543	$1,380.9	$ 895	1,936	$ 2,983.9	$ 1,541	25.5%	116.1%	72.2%
Graduate Scholarships	0	0.0	n/a	80	475.8	5,848	n/a	n/a	n/a
Subtotal	1,543	$1,380.9	$ 895	2,016	$ 3,459.7	$ 1,716	n/a	n/a	n/a

Source: Star File, CHE, and NMEAF records.

Observations:

- Financial assistance spending increased 276.7% between 1985-86 and 1990-91, student average enrollment increased 56.9%, and consumer prices (CPI) increased 141.1% over the same period.
- Ratio of recipients to enrollment have increased from 14/1 to 23/1.
- Grant and scholarship program spending have increased almost twice the rate of work programs.
- Average assistance awards increased only for the student incentive grant (need based) program and state workstudy program; average awards declined for student choice, vietnam veterans scholarships, and three (3%) scholarship programs.

Table C.2.1. (Continued) State Funded Financial Assistance

STATE FUNDED APPROPRIATIONS, 1985-86 and 1990-91
(in thousands)

	1985-86			1990-91			Changes		
PERCENT OF AWARDS NEED BASED	% Need Based	Spending	Avg $/ Enrollmt	% Need Based	Spending	Avg $/Per Enrollmt	% Need Based	Spending	Avg $/Per Enrollmt
Grants & Scholarships (2)	61.7%	$1,487.2	$37.96	67.7%	$ 7,217.7	$117.12	6.0%	385.3%	$ 79.16
Work Awards (3)	33.3%	494.7	12.63	42.5%	1,469.3	23.80	9.2%	197.0%	11.17
Totals:	52.9%	$1,981.9	$50.59	61.6%	$ 8,687.0	$140.92	8.7%	338.3%	$ 90.33

LOAN-FOR-SERVICE PROGRAMS AT JUNE 30, 1991

		Recipients Not in College or Internship				
Loan-for-Service Programs:	In College /Intrnshp	Cash Pmt in Prog	Pd-in Full Cash	Srvc/Pmt Comb (4)	Postpnmnt or Cancel-ed (5)	Total
Nursing	53	203	41	16	128	441
Physicians (MD)	34	23	33	5	25 (6)	120
Osteopaths (DO)	22	16	13	2	9	62

Source: Star File, CHE, and NMEAF records.

Observations:

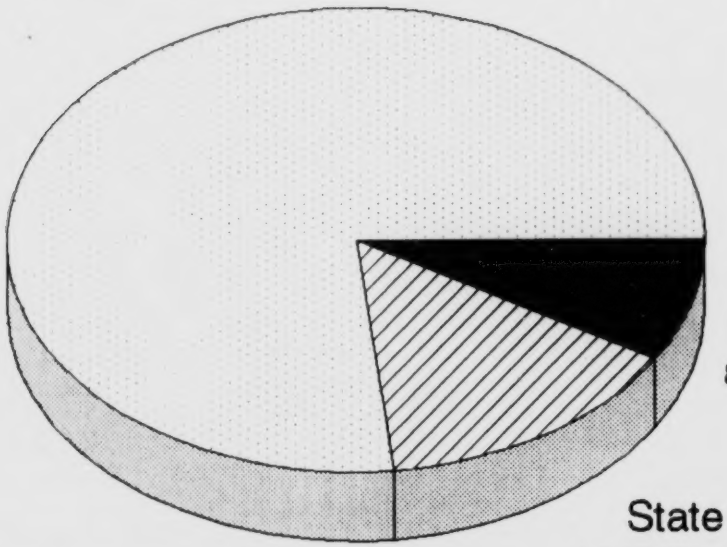
- Need based financial aid grant and work award programs have increased from 52.9% in 1985-86 to 61.6% in 1990-91; grant and scholarship need based programs have increased from 61.7% to 67.7%; and the need based work awards have increased from 33.3% to 42.5%
- Shortage area commitments in nursing continue to be strong; for those who have completed the program, 35% of osteopaths and 39% of physicians have completed at least partial shortage area service.

NOTES: (1) Fall semester source - institutional FTE enrollment reports. (2) Includes state student incentive grants, student choice, vietnam veterans' scholarships, athlete scholarships, three percent scholarships, and New Mexico scholar grants. (3) State work study and graduate scholarships. (4) Recipients have been or are completing combination of cash payment and service in shortage area. (5) Recipients completed total service or combination of service and cash or are in temporary postponement of debt. (6) Includes one write-off due to death.

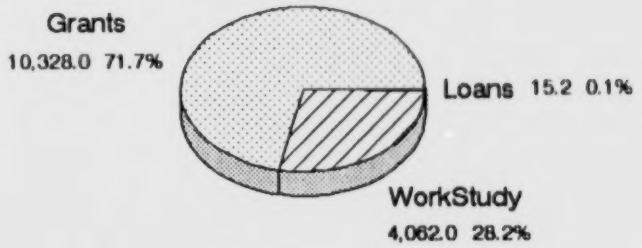
Table C.2.2.

Financial Aid by Source - 1990-91

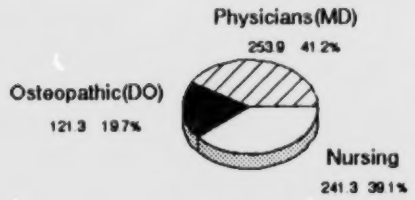
$(000)



Percentage of
State Aid to Total
(98,387.2)



Types of Aid
State Portion Only
(14,405.2)



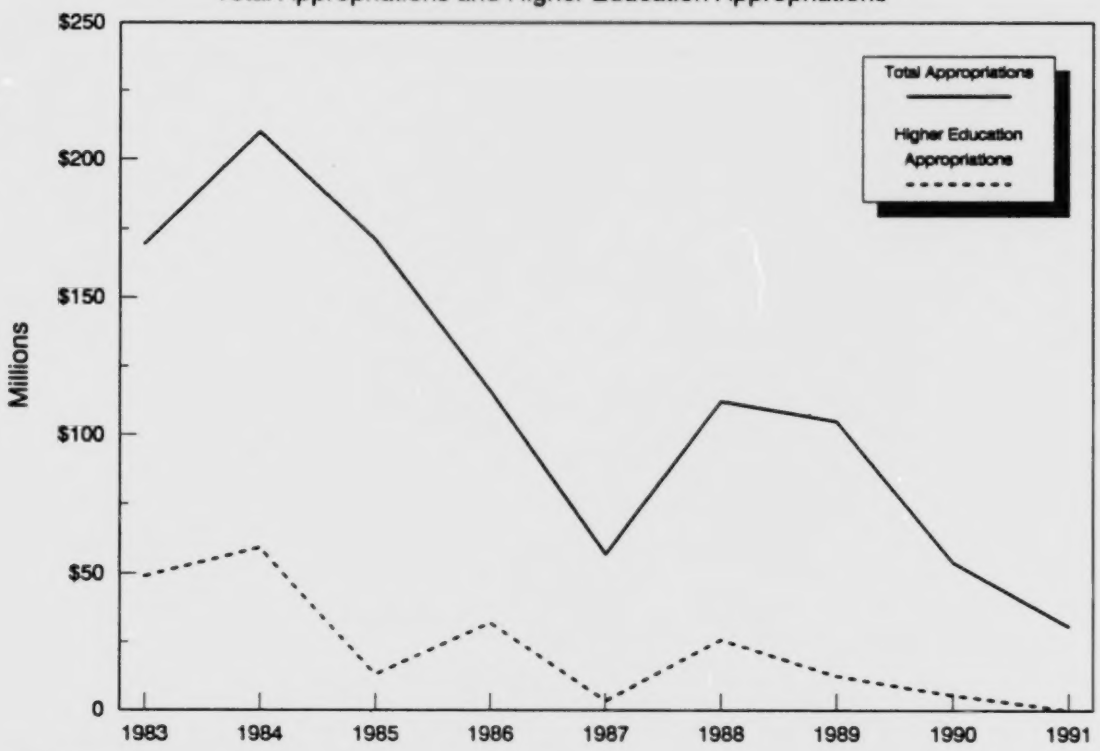
Loan-for-Service
Programs
(616.5 Estimated)

3. Capital Investment

The graphs and tables in this section summarize capital outlay expenditures and funding sources from 1985 through 1991. The most dramatic pattern revealed by this information is the sharp drop in state funding for higher education capital outlay in the past two years. To some extent, institutions are attempting to make up the shortfall by accomplishing projects with local or institutional resources, but these attempts are individual efforts by financially well off universities and communities. The resulting pattern of expenditures is not equitably distributed among all the state's public postsecondary institutions and does not begin to address the statewide need for new or renovated academic buildings.

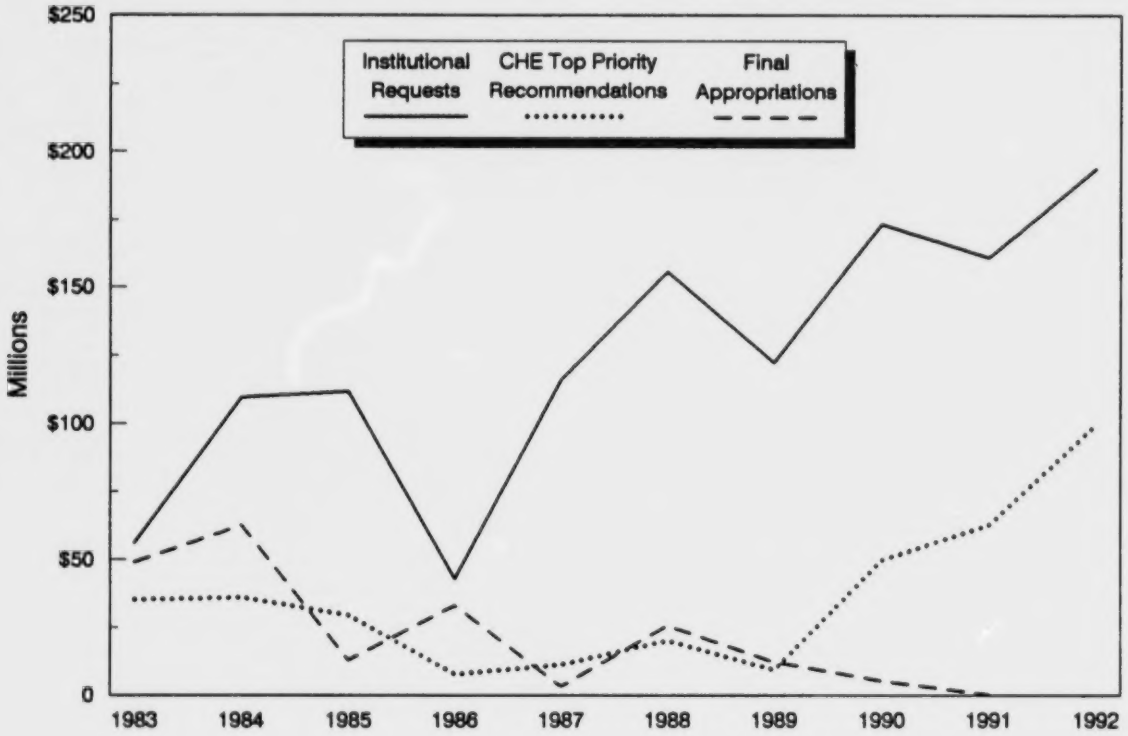
As shown by the dashed line in Table C.3.1, there has been very little state-funded capital outlay for higher education in recent years. One reason for this situation is the overall decrease in state revenues which has constrained funding for both operating budgets and capital outlay projects during the past few years. Due to the limited state revenues from severance taxes on oil and gas, the 1991 Legislature could authorize only $24.5 million in "new-issue" Severance Tax Bonds, the traditional funding source for capital outlay in New Mexico. Unfortunately, no higher education projects were included. Excluding reauthorizations, there was only one state appropriation for a higher education project in 1991, and the amount was less than $200,000.

Table C.3.1. State Capital Outlay Appropriations, 1983-1991
Total Appropriations and Higher Education Appropriations



NOTE: Figures do not include reauthorizations.

Table C.3.2. Capital Requests, Recommendations and Appropriations, 1983-92



Another reason for the shortfall in capital outlay is the failure of the statewide General Obligation Bond proposal in November 1990. This bond issue would have provided $27.5 million for capital projects at various institutions.

Together, the lack of funding in 1990 and 1991 have created a serious situation for higher education institutions. Table C.3.2 shows how capital outlay requests from the institutions have skyrocketed over the past five years while legislative appropriations have fallen to zero. The dotted line which rises rapidly between 1989 and 1992 represents the *Significant Need* (top priority) recommendations of the Commission. The graph illustrates that as state funding has fallen, the need for capital outlay in each successive year becomes cumulative, including the current year's plus past years' requests. In effect, the Commission's 1992 capital outlay recommendations reflect three years of needs.

The following two tables, C.3.3 and C.3.4, list each of the capital outlay projects recommended by the Commission for the past two years and show which ones received legislative funding. Table C.3.5 summarizes state capital appropriations by institution from 1985 through 1991.

Table C.3.3. Capital Outlay Recommendations vs. Legislative Appropriations
FY 1990-91

Projects in Priority Order	CHE Recommendation	Final Appropriation Amount	Source
SIGNIFICANT NEED			
1 NMHU Academic Buildings Reroofing	290,000	270,000	GF/CPF
2 NMJC Campus Roof Replacement	356,100	300,000	CPF
3 UNM-G Handicapped Access Improvements	175,000	175,000	CPF
4 NNMCC Portables Purch/Annex Demolition	158,900	225,900	GF
5 ENMU Campus Improvmts & Code Renovation	750,000	200,000	GF
6 NMSU-DA Classrm/Office/Student Svcs Addn	2,699,247	-0-	GOB
7 NMSU-DA Trades Building Addition	*	*	Local
8 UNM-V Learning Resources Ctr Constructn	2,348,250	-0-	GOB
9 NMHU Library Addn/Info Ctr Constructn	3,934,050	-0-	GOB
10 UNM Optoelectronic Materials Ctr Constr	13,534,000	-0-	GOB
11 NMSU Chemistry/Geol/Biology Bldg Constr	9,140,500	-0-	
12 WNMU Light/Bowden/Old Plant Renovation	838,300	-0-	GOB
13 TAVS Campus Constr/Renovation Projects	350,000	75,000	CPF
14 ENMU-C Trade Road Land Acquisition	225,000	-0-	GOB
15 SFCC Campus Construction	2,913,850	-0-	GOB
Subtotal	37,713,197	1,245,900	
NEEDED			
16 NMHU Lab and Classroom Renovation	1,010,000	-0-	
17 UNM Science & Tech Complex Construction	8,761,750	-0-	
18 T-VI Phone Registr/Academic Computer Sys	1,052,500	50,000	CPF
19 SJC Educational Svcs Bldg Construction	3,329,349	-0-	
20 NMJC Heidel Hall Lab Addn/Renovation	1,206,950	-0-	
21 UNM General Classroom Bldg Planning	6,075,150	-0-	
22 UNM Children's Psych Hospital Expansion	1,125,240	-0-	GOB
23 UNM Hospital Equipment Purchase	800,000	120,000	CPF
24 UNM-G Classrm/Lecture Hall Construction	940,815	-0-	
25 ENMU Admin/Academic Computer System	525,000	-0-	
26 NNMCC Campus Safety/Handicappd Improvmts	150,000	75,000	CPF
27 UNM Central Campus Handicapped Improvmts	400,000	-0-	
28 NNMCC Fine Arts Bldg Addition	171,700	-0-	
29 NNMCC El Rito Old Bldgs Demolition	40,000	-0-	
30 NMSU-C Remodeling	227,250	-0-	
31 ENMU Roosevelt Hall Renovation	1,363,500	-0-	
32 NMIMT Workman Center Renovation	2,020,000	500,000	STB
33 NMSU Chem Bldg Remodeling/Repair	4,040,000	-0-	
34 NMSD Albq Preschool Bldg Construction	910,010	-0-	
35 UNM-LA Library/Classrm/Bkstore Expansion	505,000	-0-	
Subtotal	34,654,214	745,000	

* NMSU-DA Trades Bldg Addition to be funded by Local G.O. Bonds.

Table C.3.3. Capital Outlay Recommendations vs. Legislative Appropriations
FY 1990-91

Projects in Priority Order	CHE Recommendation	Final Appropriation Amount	Source
OTHER PROJECTS			
Statewide Instructional TV Network		-0-	GOB
Taos Off-Campus Instructional Bldg		1,600,000	STB
ENMU Instructional TV Extension		125,000	CPF
LVTI Student Activities Ctr Construction		-0-	GOB
NNMCC Admin Bldg Plan/Design/Constructn		-0-	GOB
NNMCC Student Svcs Ctr Renovation/Addn		1,500,000	STB
UNM Football Stadium Renovation/Equipmt		-0-	GOB
UNM Cancer Ctr Expansion Planning		-0-	GOB
UNM Law Library Renovatn/Impr/Equipment		140,000	CPF
Subtotal	0	3,365,000	
GRAND TOTAL	$72,367,411	$5,355,900	

NOTE: Statewide General Obligation Bond issue was disapproved by voters on 11/6/90.

STB = Severance Tax Bonds
GOB = General Obligation Bonds
CPF = Capital Projects Fund
GF = General Fund

Table C.3.4. Capital Outlay Recommendations vs. Legislative Appropriations FY 1991-92

	Projects in Priority Order	CHE Recommendation	Final Appropriation Amount	Source
SIGNIFICANT NEED				
	NMSD Albuquerque Preschool Construction	705,687	-0-	
1	WNMU Handicapped Access & Bldg Impr	1,164,000	49,977	CPF Reauth.
2	UNM Handicapped Access Improvements	525,000	-0-	
3	NMSU Chem/Molec Bio Bldg Constr/Remodel	13,332,000	-0-	
4	NMSU-DA Classrm/Ofc/Studnt Svcs Bldg Addn	3,599,000	-0-	
5	UNM-V Learning Resource Center Constr	2,556,563	-0-	
6	UNM-G Classrm/Office Space Renovations	257,550	-0-	
7	T-VI Campus Computer System	1,000,000	198,400	General Fund
8	NMJC Heidel Hall Renovation/Equipment	568,125	-0-	
9	ENMU Computer Ctr Remodeling/Equipment	1,470,578	-0-	
10	NMHU Library & Information Center Addn	3,934,050	-0-	
11	UNM General Classroom Facility Constr	8,408,250	-0-	
12	UNM Children's Psych Hosp Day-Facility	1,125,240	-0-	
13	SJC Educational Svcs Bldg Addn/Remodel	2,670,952	-0-	
14	SFCC Classrm/Computer Lab/Child Care Addn	3,852,570	-0-	
15	NMSU-DA Occupational Programs Addition	1,889,963	-0-	
16	NMHU Science Laboratory Renovations	772,989	-0-	
17	UNM Optoelectronic Materials Ctr Constr	13,534,000	-0-	
18	TAVS Foundry/Farrier Bldg Construction	1,187,760	-0-	
19	NNMCC Student Services Bldg Addn Planning	175,000	-0-	
20	ENMU Campus Bldgs Roof Replacement	218,200	-0-	
	Subtotal	62,947,477	248,377	
NEEDED				
21	NMSU-C Instructional Bldg Remodel/Expand	727,200	-0-	
22	UNM Zimmerman Library and CSWR Expansion	1,414,000	-0-	
23	UNM-LA Library Expansion	795,375	-0-	
24	UNM-G Classroom Bldg/Lecture Hall Constr	2,518,688	-0-	
25	UNM Hospital Equipment Purchase	1,000,000	-0-	
26	ENMU Roosevelt Hall Renovation	1,767,500	-0-	
27	UNM Learning Technologies Ctr Renovation	1,262,500	-0-	
28	UNM Yale Pedestrian Mall, Phase II	500,000	-0-	
29	UNM Johnson Ctr Renovatn/Addn, Phase III	3,939,000	-0-	
30	NNMCC Fine Arts Bldg Addition	376,225	-0-	
31	NNMCC Campus Heating/Cooling Improvements	177,000	-0-	
32	NMIMT Workman Ctr Renovation/Replacement	2,020,000	-0-	
33	NMSU-A Multi-Purpose Center Construction	3,401,175	-0-	
34	TAVS Maint. Bldg Constr/Auto Shop Addn	303,000	-0-	
35	NMHU Communication Arts Bldg Remodeling	668,620	-0-	
36	NMHU Maintenance Bldg Construction	657,460	-0-	
37	LVTI Instructional Program Ctr Constructn	1,010,000	-0-	
38	NMSU Mfg/Engr Tech Bldg Planning	Non-State	-0-	

Table C.3.4. Capital Outlay Recommendations vs. Legislative Appropriations
FY 1991-92

Projects in Priority Order	CHE Recommendation	Final Appropriation Amount	Source
39 UNM Science & Technology Complex Planning	Non-State	-0-	
40 UNM Cancer Center Expansion Planning	Non-State	-0-	
41 LVTI Physical Plant Bldg Construction	531,260	-0-	
Subtotal	23,069,003	-0-	
OTHER PROJECTS			
CCC Campus Construction/Improvements	-0-	225,000	STB Reauth.
ENMU Baseball Field/Facilities Improvemts	-0-	75,000	GF Reauth.
Subtotal	-0-	300,000	
GRAND TOTAL	$86,016,480	$548,377	

STB = Severance Tax Bonds CPF = Capital Program Fund GF = General Fund

Reauth. = Reauthorization of balances from a previous appropriation

Table C.3.5. State Capital Outlay Appropriations for Higher Education, 1986-1991

	1985	1986	1987	1988	1989	1990	1991	TOTAL	% OF TOTAL
FOUR-YEAR INSTITUTIONS									
UNM	3,940,000	4,500,000	200,000	5,821,737	1,650,000	260,000	0	16,371,737	18%
NMSU	0	4,691,000	75,000	12,189,635	100,000	0	0	17,055,635	19%
NMHU	100,000	821,000	0	1,673,214	530,000	270,000	0	3,394,214	4%
WNMU	360,000	250,000	225,000	188,309	1,200,000	0	0	2,223,309	2%
ENMU	1,035,000	4,791,000	75,000	283,805	877,000	325,000	0	7,386,805	8%
NMIMT	545,700	4,447,000	100,000	169,363	5,770,076	500,000	0	11,532,139	13%
Subtotal	5,980,700	19,500,000	675,000	20,326,063	10,127,076	1,355,000	0	57,963,839	63%
BRANCH COLLEGES									
UNM-G	0	141,000	0	232,325	40,000	175,000	0	588,325	1%
UNM-LA	378,200	0	0	44,477	454,000	0	0	876,677	1%
UNM-V	0	0	0	48,107	0	0	0	48,107	0%
NMSU-A	50,000	250,000	0	219,682	0	0	0	519,682	1%
NMSU-C	0	1,200,000	0	53,582	0	0	0	1,253,582	1%
NMSU-DA	0	0	0	76,309	0	0	0	76,309	0%
NMSU-G	0	0	0	42,296	200,000	0	0	242,296	0%
ENMU-R	0	2,376,500	0	76,711	0	0	0	2,453,211	3%
Subtotal	428,200	3,967,500	0	793,489	694,000	175,000	0	6,058,189	7%

Table C.3.5. State Capital Outlay Appropriations for Higher Education, 1986-1991

	1985	1986	1987	1988	1989	1990	1991	TOTAL	% OF TOTAL
INDEPENDENT TWO-YEAR INSTITUTIONS									
Abq T-VI	0	0	0	414,413	50,000	50,000	198,400	712,813	1%
CCC	0	1,550,000	225,000 *	84,298	0	0	0	1,859,298	2%
LVTI	200,000	0	1,400,000	876,052	225,000	0	0	2,701,052	3%
NNMCC	230,000	2,750,000	350,000	392,325	392,000	3,400,900	0	7,515,225	8%
NMJC	0	3,000,000	0	226,744	350,000	300,000	0	3,876,744	4%
SJC	1,198,500	455,000	400,000	1,120,142	0	0	0	3,173,642	3%
SFCC	5,000,000	900,000	225,000	723,097	450,000	0	0	7,298,097	8%
TAVS	0	0	0	758,766	78,800	75,000	0	912,566	1%
Subtotal	6,628,500	8,655,000	2,600,000	4,595,837	1,545,800	3,825,900	198,400	28,049,437	30%
OTHER									
NMMI	0	0	0	77,611	0	0	0	77,611	0%
TOTAL	13,037,400	32,122,500	3,275,000	25,793,000	12,366,876	5,355,900	198,400	92,149,076	100%

NOTES: Figures include each institution's share of 1988 appropriation to CHE for instructional equipment.
Figures do not include appropriations made from statewide G.O. bonds in 1990; bond issue failed.
Figures do not include reauthorizations.

* 1987 appropriation ($225,000 STB) to ENMU-Clovis was reauthorized to Clovis Community College in 1991.

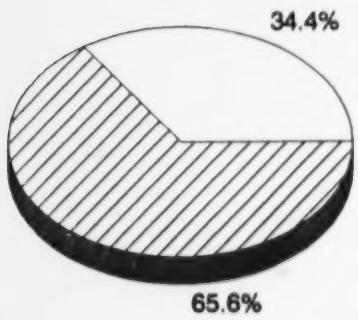
The pie charts in Table C.3.6 illustrate that over the past seven years, 1985-1991 inclusive, a significant portion of higher education capital outlay has been funded by non-state sources. At the universities, institutional revenue bonds have provided 65.6% of capital funding. At two-year institutions, local general obligation bonds, issued by community college districts and Albuquerque T-VI's district, have accounted for 60.7% of capital funding. Altogether, the state has provided less than 35% of capital outlay funding at higher education institutions during the past seven years.

Table C.3.7 shows the distribution of state, local, and institutional funding at each school, revealing a wide variation in the percentage of funding from each source. For instance, funding from revenue bonds ranges from 83% at the University of New Mexico to 0% at Eastern New Mexico University and New Mexico Tech. This does not indicate a lack of capital needs at these two universities; both of them have submitted capital outlay requests totaling millions of dollars in the past few years. What it does indicate is the inequity which will result if state funding continues to be unavailable. ENMU and Tech are not issuing revenue bonds because they currently have sizable outstanding revenue bond debt and have experienced some enrollment drops resulting in decreased tuition revenues in recent years.

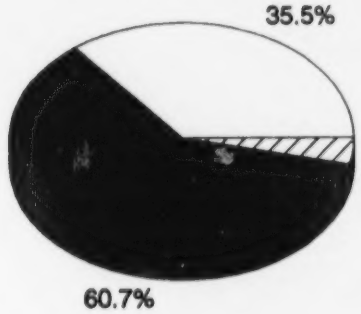
CHE policy requires the two-year institutions with local bonding authority to pay at least 25% of their capital outlay expenditures. Table C.3.8 reveals a wide variation in the percentages of state and local funding from 1974 through 1991. Communities which have high valuations and strong commitments to their colleges are willing to pass local general obligation bond issues to pay for a large percentage of their capital outlay needs, as exemplified by Albuquerque T-VI, Santa Fe Community College, and San Juan College in Farmington. Other communities with low valuations, strong anti-tax sentiment, competing needs for local bonds, or lack of bonding capacity are much less likely to approve bond issues. Curry County is facing a potential 20% increase in population due to expansion of Cannon Air Force Base and needs new elementary schools, a jail, and additional facilities at the Clovis Community College, all of which compete for local bond funding. Since 1974, three bond elections for college facilities have failed, two for the NMSU-Dona Ana Branch in Las Cruces and one for UNM-Los Alamos Branch. Further, several two-year institutions--Northern New Mexico Community College, Luna Vocational-Technical Institute, and Tucumcari Area Vocational School--do not have the authority to issue general obligation bonds and are thus totally dependent upon state appropriations for capital outlay.

Without increased state funding for higher education capital outlay, the disparaties between institutions will grow. Financially well-off institutions and communities will bear their own capital outlay costs while less fortunate schools attempt to manage with crowded, substandard facilities. Even at institutions able to afford capital projects, difficult choices may have to be made between revenue-producing projects which can support bond issues and academic buildings which do not produce revenue. Institutions may consider placing a facilities fee on students or raising tuition. Whatever methods are chosen to deal with the problem, it is doubtful they will promote the availability of affordable, equitable postsecondary education to all New Mexico citizens.

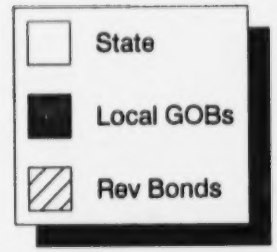
Table C.3.6. Higher Education Capital Outlay Funding Sources, 1985-1991

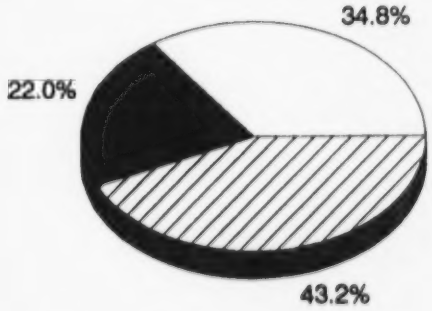


4-Year Universities
Total: $168,652,242



2-Year Colleges
Total: $95,962,626





All Institutions
Total: $264,614,868

Sources: CHE databases (PJT.DBF and CP.DBF)

Table C.3.7. Funding Sources for Higher Education Capital Outlay, 1985-1991

State Appropriations Compared to Institutional and Local Bond Issues

	State Appropriations	%Total	Local G.O. Bonds	%Total	Institutional Revenue Bonds	%Total	TOTAL
4-YEAR INSTITUTIONS							
ENMU	7,386,805	100.0%	0	0.0%	0	0.0%	7,386,805
NMHU	3,394,214	30.9%	0	0.0%	7,575,000	69.1%	10,969,214
NMIMT	11,532,139	100.0%	0	0.0%	0	0.0%	11,532,139
NMSU	17,055,635	47.4%	0	0.0%	18,925,000	52.6%	35,980,635
UNM	16,371,737	16.6%	0	0.0%	82,253,403	83.4%	98,625,140
WNMU	2,223,309	53.5%	0	0.0%	1,935,000	46.5%	4,158,309
4-Yr Subtotal	57,963,839	34.4%	0	0.0%	110,688,403	65.6%	168,652,242
2-YEAR INSTITUTIONS							
ENMU-Roswell	2,453,211	37.4%	3,100,000	47.3%	1,000,000	15.3%	6,553,211
NMSU-Alamogordo	519,682	11.5%	4,000,000	88.5%	0	0.0%	4,519,682
NMSU-Carlsbad	1,253,582	100.0%	0	0.0%	0	0.0%	1,253,582
NMSU-Dona Ana	76,309	2.6%	2,900,000	97.4%	0	0.0%	2,976,309
NMSU-Grants	242,296	100.0%	0	0.0%	0	0.0%	242,296
UNM-Gallup	588,325	22.7%	2,000,000	77.3%	0	0.0%	2,588,325
UNM-Los Alamos	876,677	100.0%	0	0.0%	0	0.0%	876,677
UNM-Valencia	48,107	1.2%	3,885,000	98.8%	0	0.0%	3,933,107
Albq T-VI	712,813	6.7%	10,000,000	93.3%	0	0.0%	10,712,813
Clovis CC	1,859,298	100.0%	0	0.0%	0	0.0%	1,859,298
LVTI	2,701,052	100.0%	0	0.0%	0	0.0%	2,701,052
NMJC	3,876,744	59.9%	0	0.0%	2,600,000	40.1%	6,476,744
NNMCC	7,515,225	100.0%	0	0.0%	0	0.0%	7,515,225
SJC	3,173,642	20.9%	12,000,000	79.1%	0	0.0%	15,173,642
SFCC	7,298,097	26.4%	20,370,000	73.6%	0	0.0%	27,668,097
TAVS	912,566	100.0%	0	0.0%	0	0.0%	912,566
2-Yr Subtotal	34,107,626	35.5%	58,255,000	60.7%	3,600,000	3.8%	95,962,626
TOTALS	92,071,465	34.8%	58,255,000	22.0%	114,288,403	43.2%	264,614,868

Source: CHE databases (PJTS.DBF and CP.DBF)

Notes: Institutional bond amounts do not include refunding issues.
NMJC received approval to issue $2.6 million revenue bonds but is now using a bank loan.

Table C.3.8. Capital Outlay Fund Sources at Two-Year Institutions, 1974-1991

	State Funds	% Total	Local GOBs	Other Local/Inst.	Total Local	% Total	Total
UNM-Gallup	6,627,173	41.4%	9,250,000	143,000	9,393,000	58.6%	16,020,173
UNM-Los Alamos	3,114,538	73.9%	1,100,000	Note (4)	1,100,000	26.1%	4,214,538
UNM-Valencia	3,314,192	33.1%	6,355,000	350,000	6,705,000	66.9%	10,019,192
NMSU-Alamogordo	6,387,667	46.4%	6,000,000	1,382,060	7,382,060	53.6%	13,769,727
NMSU-Carlsbad	2,989,619	41.6%	4,200,000	0	4,200,000	58.4%	7,189,619
NMSU-Dona Ana	5,043,122	60.8%	2,900,000	348,000	3,248,000	39.2%	8,291,122
NMSU-Grants	4,823,650	82.5%	1,025,000	0	1,025,000	17.5%	5,848,650
ENMU-Roswell	15,281,708	70.8%	5,000,000	1,300,000	6,300,000	29.2%	21,581,708
Clovis Community College	8,611,911	75.1%	2,400,000	459,000	2,859,000	24.9%	11,470,911
New Mexico Junior College	6,997,864	49.4%	4,500,000	2,658,000	7,158,000	50.6%	14,155,864
Northern NM Community College	16,927,647	100.0%	0	0	0	0.0%	16,927,647
San Juan College	9,893,282	35.5%	17,900,000	55,000	17,955,000	64.5%	27,848,282
Santa Fe Community College	8,332,697	24.7%	25,370,000	Note (5)	25,370,000	75.3%	33,702,697
Albuquerque T-VI	9,276,413	23.8%	10,000,000	19,677,397	29,677,397	76.2%	38,953,810
Luna Voc-Tech Institute	13,887,240	99.6%	0	61,150	61,150	0.4%	13,948,390
Tucumcari Area Voc School	4,111,167	100.0%	0	0	0	0.0%	4,111,167
TOTAL	125,619,890	50.6%	96,000,000	26,433,607	122,433,607	49.4%	248,053,497

Notes: (1) NNMCC, LVTI and TAVS are not statutorily authorized to issue local GO Bonds.
(2) "State Funds" do not include reauthorizations.
(3) "Other Local/Inst." includes revenue bonds, local tax levies, student fees, land sales/leases, bank loans, an private donations. It does not include institutional balances or budgeted amounts such as plant funds.
(4) UNM-LA site is leased from local school district for $1/year. Leasehold appraised at $446,315 @ 10/31/89.
(5) SFCC site (168 acres) was donated by a local business. SFCC has not estimated the value.

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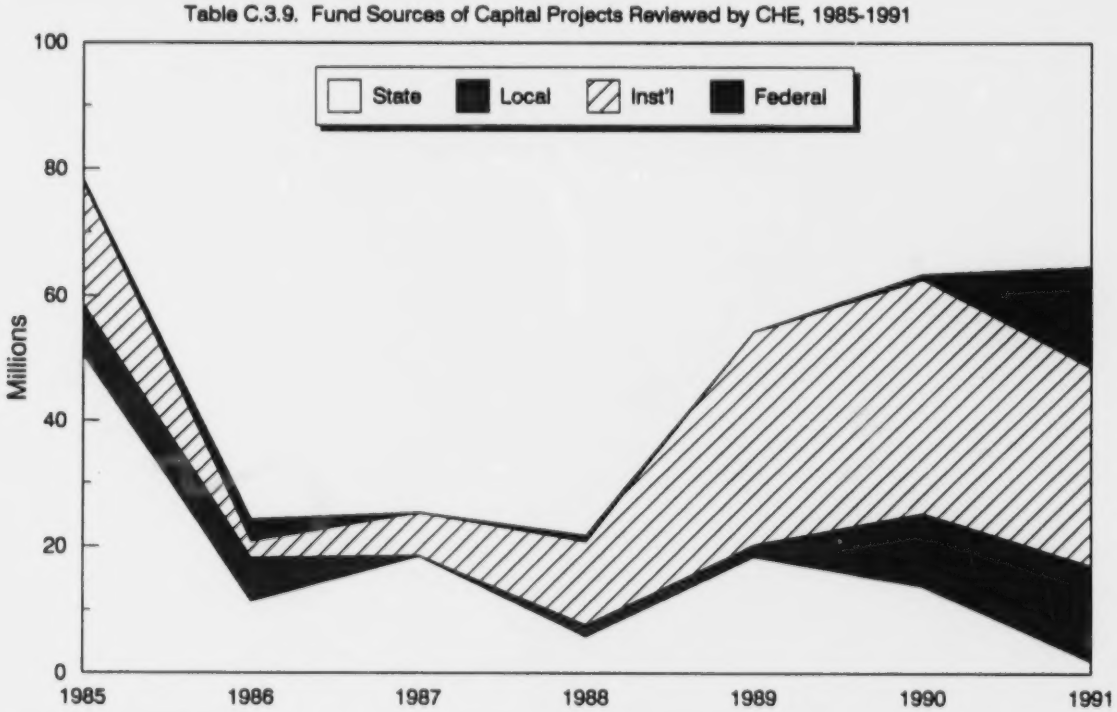
State law (21-1-21 NMSA 1978) and CHE policy require the institutions to submit proposed capital outlay projects to the Commission for final approval before making expenditures. Table C.3.9 illustrates the fund sources of approved projects from 1985 through 1991. State funding has fallen from $50 million in 1985 (64% of the 1985 total) to less than $2 million in 1991 (3% of the 1991 total), while institutional funding has risen from $2.5 million (10%) in 1986 to $31.5 million (48%) in 1991.

Traditionally, institutional revenue bonds have been used to fund non-instructional or revenue-generating facilities such as stadiums, student union buildings, dormitories, dining halls, and parking garages. However, in 1991, several universities have used revenue bond proceeds to purchase computer systems, telephone systems, fiber optic cabling, and other campus operating needs. It is not known whether institutional revenues will remain sufficient to support these types of expenses in the future.

Federal funding for capital outlay increased significantly in 1991 due to two Congressional appropriations: $10 million for the NMSU Primate Research Laboratory in Alamogordo and $5 million to renovate and remodel Zimmerman Library at UNM. These are special one-time appropriations and do not indicate that federal funding is a viable source for future funding of higher education capital outlay.

The pie charts in Table C.3.10 on the next page summarize the information in Table C.3.9, fund sources of capital projects from 1985 through 1991. Again, the charts reveal that state funding foots the bill for less than 40% of the capital outlay expenditures of higher education.

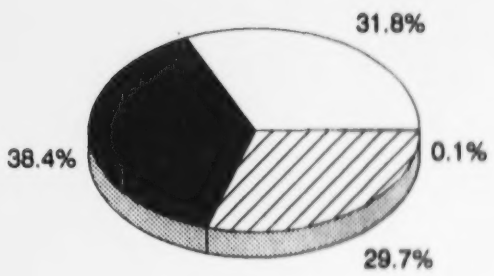
Table C.3.9. Fund Sources of Capital Projects Reviewed by CHE, 1985-1991



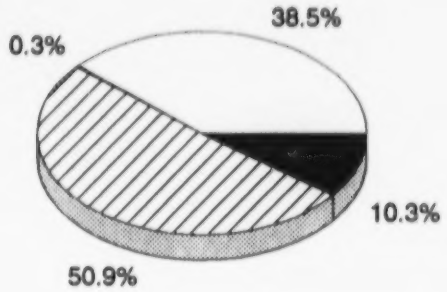
Source: CHE Database (PJTS.DBF).

Excludes projects for NMSVH and NMSD.

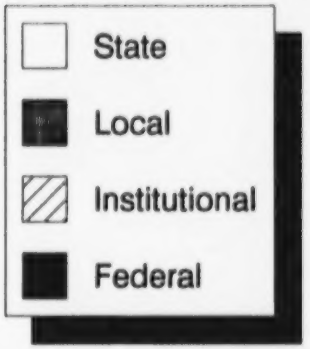
Table C.3.10. Capital Project Funding Sources for Higher Education, 1985-1991

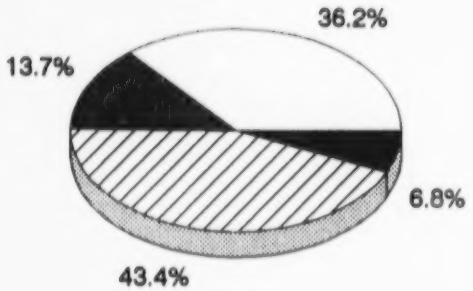


2-Year Colleges
$116,534,534



4-Year Universities
$215,462,567





Total
$333,111,101

Source: CHE Projects Database (PJTS.DBF)

Through reviewing the annual capital outlay requests from institutions and visiting most campuses every year, the Commission has identified several trends which will affect capital needs in the coming years:

- **Steady enrollment growth**, averaging 1.5% per year at universities and 9-10% at two-year colleges and voc-tech institutes. From Fall 1990 to Fall 1991, student fulltime equivalent enrollment increased by 685 at the universities and 1,912 at the two-year schools. Growth will continue as children of the baby-boom generation enter college. During the next 20 years, the age 20-24 group is projected to increase by 29%; a corresponding increase in enrollment could severely strain our facilities and budgets.

- **Aging campuses**, particularly at the universities where buildings are approaching 100 years of age. Most of these campuses need infrastructure overhauls including heating/cooling loops, energy management systems, new electrical distribution systems, and fiber optic cabling in addition to science laboratory renovations and improvements to meet current codes for life safety and handicapped access.

- **Increasing need for instructional equipment** to train students to use high-tech equipment in science, technology, research, and teacher education.

- **More emphasis on students' needs outside the classroom** as schools strive to meet the needs of non-traditional students and to prevent all students from failing or dropping out. Student needs include child care, counseling, financial aid, placement, and on-campus fitness and recreational areas. The two-year colleges in particular are requesting additional space for the administrative functions associated with student services.

- **Increasing use of instructional television (ITV)** as a method of providing education to students who live in rural areas or other areas where specialized classes are not offered. ITV is also used to offer coursework originating at other campuses as part of the host campus's degree program; instructional programs at NMSU and UNM are now incorporating some of each other's courses. Many institutions need funding for the equipment and facilities required to send or receive ITV programs.

- **Increased demand for computer instruction**, especially at the two-year schools. This demand comes from regularly enrolled students as well as from part-time students enrolled in self-improvement or business-contracted courses.

1. Enrollments

Table D.1.1. displays the fall term FTE enrollments for each of the institutions for the years 1983 through 1991. Enrollments at the four-year institutions have increases by six percent over this time period, with the growth occurring most notably at NMSU and UNM. NMHU and WNMU have also experienced steady growth since 1988, and enrollment at NMIMT has increased significantly during each of the past two fall semesters.

Growth in enrollment at two-year institutions has been dramatic during this period, increasing from 8,529 to 13,547 FTE, or 59 percent. Enrollments for the three vocational-technical institutions are not included in this table because comparable data for this time period are not available. Inclusion of rapidly-growing Albuquerque T-VI in this data would magnify the increases which have occurred in the two-year sector.

Overall, enrollments have increased by 16.1 percent since 1983 and are currently rising at the rate of about three to four percent per year.

Table D.1.2. provides a graphic display of this information in summary form for the four-year and two-year institutions.

2. Articulation

The Commission on Higher Education's strategic plan for higher education identifies transfer and articulation as an important strategy for expanding access to higher education. The purpose for strengthening transfer opportunities and improving articulation of two-year and four-year educational programs is to ensure that students attending two-year colleges have mobility and clear predictable paths to completion of baccalaureate education. The importance of enhancing transfer opportunities for graduates of two-year colleges also involves equity and effective use of state resources.

The goal of enhancing transfer opportunities for graduates of two-year colleges has received a lot of attention around the state. There are concerns about restrictions on transfer imposed by professional accrediting associations, increasing difficulties with transfer of career programs and courses, problems caused by widely differing approaches to general education, and the need for increased numbers of minority students electing to transfer and complete baccalaureate education.

The growing popularity of career programs at two-year colleges has had a major impact on transfer. Historically, many students viewed the two-year college as the

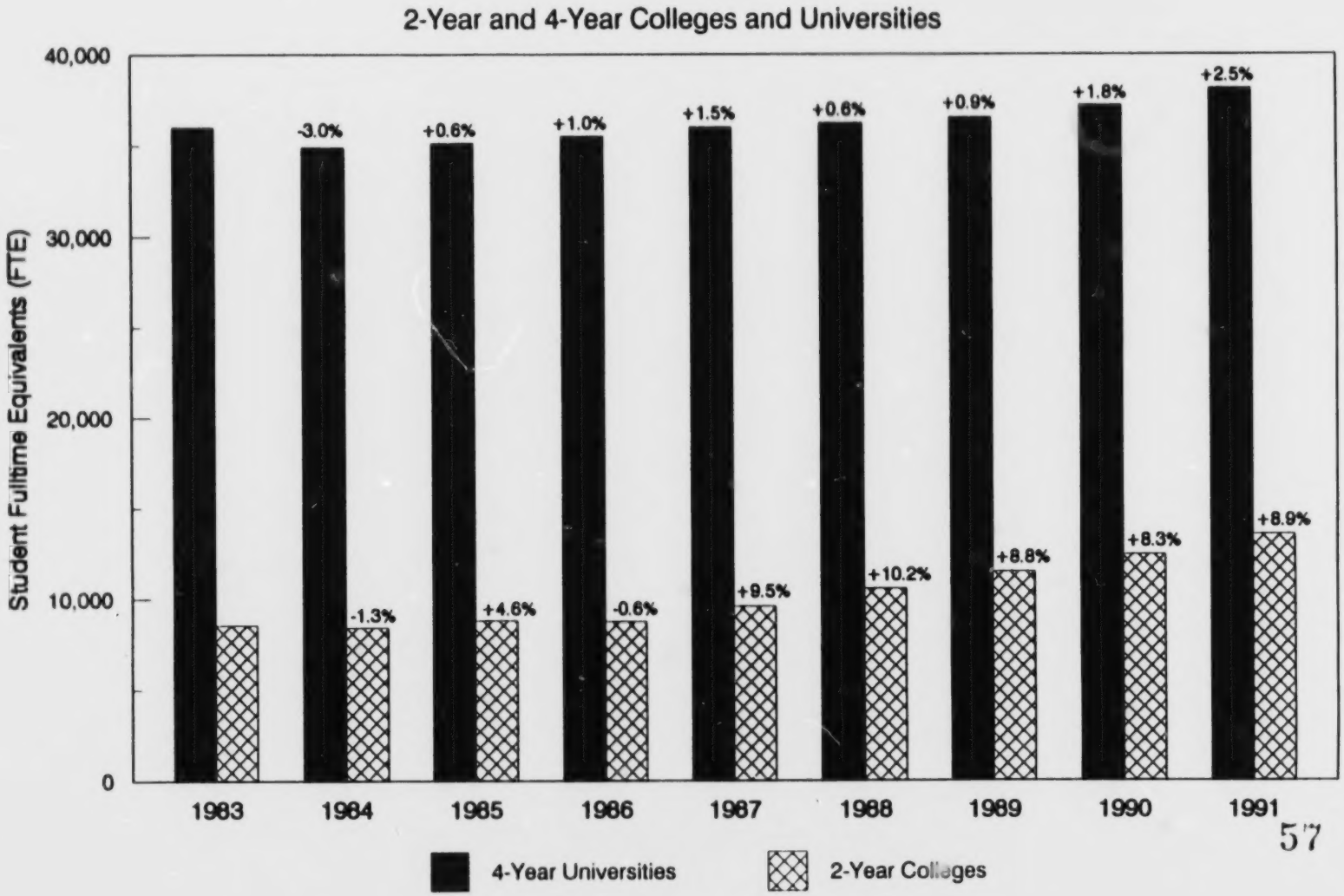
D.1.1. Fall Term Full-time Student Equivalent (FTE) Enrollments, 1983-1991

New Mexico 4-Year Universities and 2-Year Colleges

INSTITUTION	1983 FTE	1984 FTE	1984 Change	1985 FTE	1985 Change	1986 FTE	1986 Change	1987 FTE	1987 Change	1988 FTE	1988 Change	1989 FTE	1989 Change	1990 FTE	1990 Change	1991 FTE	1991 Change
FOUR-YEAR INSTITUTIONS																	
UNM Main Campus	17,115	16,659	-2.7%	17,083	2.5%	16,975	-0.6%	17,290	1.9%	17,343	0.3%	17,665	1.9%	17,882	1.2%	17,904	0.1%
NMSU	10,924	10,747	-1.6%	10,710	-0.3%	11,309	5.6%	11,561	2.2%	11,621	0.5%	11,565	-0.5%	11,775	1.8%	12,225	3.8%
NMHU	2,026	1,810	-10.7%	1,803	-0.4%	1,823	1.1%	1,739	-4.6%	1,798	3.4%	1,869	3.9%	1,991	6.5%	2,145	7.7%
WNMU	1,406	1,424	1.3%	1,295	-9.1%	1,235	-4.6%	1,201	-2.8%	1,273	6.0%	1,414	11.1%	1,463	3.5%	1,544	5.5%
ENMU	3,336	3,192	-4.3%	3,189	-0.1%	3,123	-2.1%	3,192	2.2%	3,202	0.3%	3,097	-3.3%	3,088	-0.3%	3,234	4.7%
NMIMT	1,196	1,077	-9.9%	1,041	-3.3%	1,018	-2.2%	1,018	0.0%	979	-3.8%	930	-5.0%	1,010	8.6%	1,082	7.1%
Subtotal	36,003	34,909	-3.0%	35,121	0.6%	35,483	1.0%	36,001	1.5%	36,216	0.6%	36,540	0.9%	37,209	1.8%	38,134	2.5%
TWO-YEAR INSTITUTIONS																	
UNM Gallup	637	684	7.4%	685	0.1%	648	-5.4%	680	4.9%	825	21.3%	889	7.8%	1,084	21.9%	1,257	16.0%
UNM Los Alamos	284	345	21.5%	369	7.0%	356	-3.5%	345	-3.1%	327	-5.2%	356	8.9%	382	7.3%	395	3.4%
UNM Valencia	245	255	4.1%	288	12.9%	345	19.8%	412	19.4%	510	23.8%	558	9.4%	631	13.1%	732	16.0%
NMSU Alamogordo	732	721	-1.5%	796	10.4%	761	-4.4%	843	10.8%	850	0.8%	918	8.0%	950	3.5%	970	2.1%
NMSU Carlsbad	465	469	0.9%	494	5.3%	493	-0.2%	558	13.2%	545	-2.3%	554	1.7%	620	11.9%	658	6.1%
NMSU Dona Ana	466	432	-7.3%	417	-3.5%	408	-2.2%	609	49.3%	794	30.4%	1,133	42.7%	1,456	28.5%	1,581	8.6%
NMSU Grants	269	285	5.9%	276	-3.2%	244	-11.6%	237	-2.9%	280	18.1%	292	4.3%	276	-5.5%	311	12.7%
ENMU Roswell	901	766	-15.0%	840	9.7%	817	-2.7%	800	-2.1%	924	15.5%	993	7.5%	1,079	8.7%	1,226	13.6%
Clovis CC	870	870	0.0%	926	6.4%	940	1.5%	1,091	16.1%	1,137	4.2%	1,174	3.3%	1,246	6.1%	1,297	4.1%
NM Jr College	1,251	1,206	-3.6%	1,206	0.0%	1,173	-2.7%	1,169	-0.3%	1,173	0.3%	1,244	6.1%	1,265	1.7%	1,330	5.1%
Northern NM CC	816	650	-20.3%	627	-3.5%	645	2.9%	759	17.7%	874	15.2%	862	-1.4%	901	4.5%	889	-1.3%
San Juan College	1,251	1,190	-4.9%	1,288	8.2%	1,265	-1.8%	1,378	8.9%	1,449	5.2%	1,581	9.1%	1,578	-0.2%	1,825	15.7%
Santa Fe CC	342	543	58.8%	587	8.1%	652	11.1%	700	7.4%	870	24.3%	934	7.4%	972	4.1%	1,076	10.7%
Subtotal	8,529	8,416	-1.3%	8,799	4.6%	8,747	-0.6%	9,581	9.5%	10,558	10.2%	11,488	8.8%	12,440	8.3%	13,547	8.9%
TOTAL	44,532	43,325	-2.7%	43,920	1.4%	44,230	0.7%	45,582	3.1%	46,774	2.6%	48,028	2.7%	49,649	3.4%	51,681	4.1%

Source: Institutional Enrollment Reports.
NOTE: Figures exclude off-campus and UNM Medical School enrollments.

D.1.2. **1983-91 Fall Term FTE Enrollment Totals**



pathway to a four-year college or university education. The majority of students now choose career programs intended for immediate employment instead of programs designed primarily for transfer to four-year colleges and universities. However, a large number of students who choose career programs decide to further their education, either immediately after graduation or shortly thereafter. The challenge to higher education then is how to improve transfer opportunities for all two-year college graduates, expand opportunities for graduates of career programs, and develop strategies to improve transfer opportunities for minority students.

CHE Rule 250 Adopted

Statutory responsibility for the development and implementation of a statewide articulation plan is assigned to the Commission on Higher Education in conjunction with the governing boards of all postsecondary education institutions in the state. The Governor's veto message of HB 580 at the end of the 1991 New Mexico Legislative session requested the Commission on Higher Education to work toward the development of a system-wide articulation policy by adopting guidelines for transfer of credits between state education institutions. This year the Commission on Higher Education adopted the following guidelines:

- Public postsecondary institutions shall treat native and transfer students equally in all academic matters.
- Public postsecondary institutions shall address the advisability and feasibility of developing a commonly accepted general education curriculum.
- The associate in arts and the associate in science degrees shall be reflected upon the student's transcript of record maintained by the receiving institution.
- The receiving institution shall recognize general education credit for all transfer courses in which a reasonable course equivalency exists.
- Public postsecondary institutions shall advise students using articulation (transfer) guides and shall cooperate with other public postsecondary institutions to keep these guides updated;
- Public postsecondary institutions shall use articulation (transfer) matrices.
- Public postsecondary institutions shall continue to use and to expand individually negotiated articulation agreements with other public postsecondary institutions.

- Public postsecondary institutions shall provide the Commission on Higher Education with a copy of all executed articulation agreements.

- Public postsecondary institutions shall adopt a grievance procedure to address intra-institutional and inter-institutional disputes arising from articulation issues, and such procedures shall provide for arbitration of such disputes, by agreement of the parties, by the Commission on Higher Education or its designee.

The Commission on Higher Education recognizes that the governing boards are autonomous and retain authority to develop and implement policies toward the achievement of these guidelines.

General Education Curriculum

The issues involved in defining a general education curriculum are being debated throughout the higher education communities of the United States as well as New Mexico. There is no general agreement as to the particular courses, or the content of such courses, that should be included in the education of all degree-seeking students. Any attempt to impose a particular curriculum uniformly upon all institutions must take into account the recognized value of diversity and uniqueness among the variety of established educational institutions. Accordingly, the definition of commonly recognized general education requirements is better understood as an ongoing process rather than a goal to be achieved at a fixed point in time. The role of the Commission on Higher Education in that process is to facilitate the debate in the direction of a coordinated system of higher education that provides the best possible education at the most efficient cost.

There are two primary problems relating to the transfer of lower-division general educational core requirements in New Mexico:

- the lack of or poor academic advisement and the failure to use tools available to students and advisors, and

- the lack of uniformity among two-year institutions and among four-year institutions and between two-year and four-year institutions in the number of credit hours and the discipline distribution of the lower-division general education requirements in the Associate in Arts, Associate in Science, Associate in Applied Science and the various baccalaureate degrees.

The Academic Council on Higher Education recognizes the challenge that establishing a common set of general education requirements for all public postsecondary institutions is. At this time there is not common agreement on what the format or the content of general education should be among the six four-year institutions. The

Academic Council notes that students in two-year institutions are not necessarily disadvantaged by this diversity of views, because they have access to information on what courses in their community college will satisfy curriculum requirements in the program at the four-year institution into which they are interested in transferring.

Both two-year and four-year institutions have worked cooperatively and diligently in the last few years and continue to do so to accomplish statewide articulation goals, including the articulation and transfer of general education courses. The Commission on Higher Education has also activated a General Education Curriculum Task force to study the feasibility of developing statewide acceptance of a lower division general education curriculum. Two-year representatives are working on identifying common general education curricula for the various associate degrees, and four-year representatives are continuing to identify general education courses taught at community colleges that are accepted for fulfilling general education course requirements at each of the universities.

Other Major Articulation Efforts

Other current articulation activities include:

- establishment of the New Mexico Articulation Advisory Council and Articulation Coordinators Network to promote transfer of students and to resolve grievances (1990); these coordinators, with chief academic officers, advocate electronic access to course and program matrices and articulation agreements;

- establishment of seven faculty task forces representing both associate and baccalaureate degree-granting institutions to develop and maintain course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula in the following areas: English, mathematics, business, computer science, education, technologies, and engineering (1991).

3. Future Directions

Institutions submitted second year plans in May of 1991. Now that comprehensive plans have been written, the Commission has requested that future planning efforts be focused annually on a few important issues. A modified schedule for the submission of five-year comprehensive institutional plans has been developed in consultation with New Mexico public postsecondary institutions.

A complete revision of the comprehensive plans is not being requested during the next several years, but institutions are instead being asked:

- to submit brief annual updates of their plans with the submission of their

- to submit brief annual updates of their plans with the submission of their budgets on May 15; and

- to do more focused planning as follows:

1991-1992

  - CAPITAL PLANS: submission date June 1, 1992. The Capital Planning section of the CHE Revised Institutional Planning Guidelines 1991-1992 will continue to serve as a guide to institutions in preparing these plans.

  - PLANS TO INCREASE MINORITY PARTICIPATION AND SUCCESS: submission date October 1, 1992. Format guidelines recognizing the need for institutional autonomy in design of the plans will be issued by January 1, 1992. General guidance may be found in the CHE response to HM 38 (enclosed) and the Revised Institutional Planning Guidelines 1991-92, Section VII on Enrollment Management Policies.

1992-1993

  - CAPITAL PLANS: submission date June 1, 1993.

  - PLANS TO IMPROVE UNDERGRADUATE EDUCATION: submission date June 1, 1993. Format guidelines recognizing the need for institutional autonomy in design of the plans will be issued by June 1, 1992.

1993-1994

  - CAPITAL PLANS, submission date June 1, 1994.

  - DISTANCE EDUCATION: submission date June 1, 1994.

1994-1995

  - COMPLETE REVISION OF COMPREHENSIVE PLANS FOR FIVE-YEAR PERIOD 1995-1999: submission date June 1, 1995.

Several institutions, particularly those where change is occurring rapidly as a result of growth and/or other factors, have integrated the Commission planning request into ongoing institutional planning activities and have indicated that they will continue the comprehensive planning process.

E. ACCOUNTABILITY: THE 1991 REPORT CARD[1]

Enrollment at public postsecondary institutions increased in the 1990-1991 academic year, continuing a trend over several years. As is evident in Table E.1.1, 87,699 students enrolled in credit courses at New Mexico's public postsecondary institutions during Fall 1990. Most of these students (85%) were undergraduates and most of these undergraduates (81%) indicated that they were working toward degrees.

Students are increasingly choosing to begin their postsecondary work at two-year institutions, reversing a long tradition of under-use of these campuses in comparison to other states. In Fall 1990, 63% of the first-time freshman enrollments were at two-year institutions; by contrast, in Fall 1984, less than 40% of first-time freshmen were at two-year institutions.

1. Participation of Historically Underrepresented Groups

Table E.1.1 reveals increasing participation by students from ethnic groups that have long been underrepresented in postsecondary education in New Mexico, specifically Hispanic and Native American students. Although the proportions of Hispanic and Native American students among undergraduate and graduate enrollments have increased since 1988, their participation remains below the corresponding numbers within the college-age population (about 36% and 8%, respectively, in 1990) and among annual high school graduates (38% and 11%, respectively, in 1989). In New Mexico, Black students participate in undergraduate programs at rates equal to their representation in the college-age population or among recent high school graduates, but they are underrepresented among graduate students.

Table E.1.1 also shows that women are well represented among undergraduate and graduate enrollments, statewide. Although not shown in this table, one exception is in doctoral research programs, where women comprise about 40% of enrollments.

Table E.1.2 displays undergraduate enrollment, by ethnicity and gender, for each of the six four-year postsecondary institutions. The two comprehensive doctoral institutions-- the University of New Mexico and New Mexico State University-- show increasing enrollments of Hispanic, Native American, and Black students between 1988 and 1990. New Mexico Tech, which emphasizes scientific and technological programs, shows increasing enrollment of Hispanic students, but not Native American or Black students.

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[1] This information is prepared in response to a New Mexico statute enacted in 1990 requiring an annual report on the condition of public education in New Mexico, including performance of the state's postsecondary institutions. This is the second annual report.

TABLE E.1.1. STATEWIDE ENROLLMENTS AT NEW MEXICO'S PUBLIC POSTSECONDARY INSTITUTIONS, BY ETHNICITY AND GENDER*

UNDERGRADUATE ENROLLMENTS

Year	Number of Students	Percent of Students Who Are... Anglo	Hispanic	Native American	Black	Asian	Women
1988	68,783	63.6%	27.1%	6.0%	2.2%	1.2%	55.6%
1989	72,066	62.2%	28.5%	6.1%	2.1%	1.1%	55.9%
1990	75,330	60.3%	30.1%	6.2%	2.3%	1.1%	56.0%

GRADUATE ENROLLMENTS**

Year	Number of Students	Percent of Students Who Are... Anglo	Hispanic	Native American	Black	Asian	Women
1988	8,378	77.8%	16.6%	1.8%	1.2%	2.6%	51.3%
1989	11,618	78.6%	16.6%	2.1%	1.2%	1.4%	52.7%
1990	12,369	78.0%	16.8%	2.3%	1.4%	1.5%	52.9%

* Source: CHE Student File. This analysis includes all undergraduates and all graduate students (those seeking degrees and those enrolled for other purposes) at all twenty-two public postsecondary institutions except Luna VTI and Tucumcari AVS, which are not yet part of the CHE data base. Because of its unique mission, the New Mexico Military Institute is not included in any of the report card analyses. Computation of percentages in the five ethnic categories is based upon the total number of students in those categories, not all students. Approximately three percent of total enrollments are nonresident alien students or students who do not report an ethnicity.

** Graduate enrollments include students in first professional degree programs at UNM : medicine and law.

The three regional institutions-- Eastern New Mexico University, New Mexico Highlands University, and Western New Mexico University-- have enrollment patterns that reflect their particular missions and the more limited geographic areas from which they draw most of their students. There is some evidence in Table E.1.2 that these three institutions also are succeeding at shifting their enrollments toward more equitable patterns of representation.

In terms of gender, Table E.1.2 reveals that women are well represented at institutions with more comprehensive programs. The clearest exception is at New Mexico Tech, where women comprise only about 40% of undergraduate enrollments, echoing their underrepresentation in the more scientific and technical doctoral programs noted above.

TABLE E.1.2. UNDERGRADUATE ENROLLMENT AT FOUR-YEAR INSTITUTIONS, BY ETHNICITY AND GENDER*

			Percent of Students Who Are...					
Institution	Year	Number of Students	Anglo	Hispanic	Native American	Black	Asian	Women
UNM	1988	19,809	69.7%	22.8%	3.5%	1.8%	2.3%	53.8%
	1989	17,569	68.2%	23.8%	3.8%	2.0%	2.3%	53.4%
	1990	17,236	67.0%	24.6%	3.9%	2.3%	2.2%	53.6%
NMSU	1988	11,983	68.8%	26.7%	2.4%	1.5%	.5%	48.5%
	1989	12,033	67.4%	28.0%	2.7%	1.4%	.5%	49.3%
	1990	12,433	64.9%	30.1%	2.8%	1.6%	.6%	49.4%
NMTech	1988	940	80.8%	13.2%	4.1%	.5%	1.5%	35.2%
	1989	871	79.8%	15.2%	2.9%	1.5%	.6%	35.8%
	1990	998	76.4%	18.0%	2.5%	.7%	2.4%	39.9%
ENMU	1988	3,147	75.3%	16.8%	1.5%	5.3%	1.1%	54.8%
	1989	3,120	75.5%	16.8%	1.5%	5.4%	.8%	55.6%
	1990	3,149	72.6%	19.3%	1.6%	5.8%	.7%	56.2%
NMHU	1988	1,652	15.9%	77.1%	4.4%	2.3%	.4%	54.4%
	1989	1,785	17.6%	75.8%	4.0%	2.1%	.5%	57.4%
	1990	1,889	17.9%	74.8%	4.1%	2.8%	.4%	57.2%
WNMU	1988	1,434	54.0%	40.9%	2.2%	2.5%	.4%	60.2%
	1989	1,547	52.5%	42.4%	2.4%	2.4%	.4%	60.4%
	1990	1,632	53.0%	42.0%	2.3%	2.2%	.5%	59.1%

* Source: CHE Student File. This analysis includes all undergraduates (those seeking degrees and those enrolled for other purposes) at the six four-year public institutions. There is a slight discrepancy in students included for the three years: for 1988, all undergraduates are included; for 1989 and 1990, the numbers are reduced slightly by subtracting out those nondegree students who already held a bachelor degree. Computation of percentages in the five ethnic categories is based upon the total number of students in those categories, not all students. Approximately three percent of total enrollments are nonresident alien students or students who do not report an ethnicity.

Although the percentages presented in this table provide a relatively easy way to represent the portion of enrollment comprised by each ethnic group and year-to-year changes, they do not present the full picture regarding representation. For example, NMSU points out that examination of actual enrollment figures in each cell of the table, rather than percentages, will reveal more clearly the progress that has been made in increasing minority enrollments from year to year. UNM would have preferred that this table include only those students enrolled in a degree program and exclude nondegree students, arguing that students who are enrolled for purposes other than a degree are not properly classified as "undergraduates." UNM points out that of nearly 4,000 nondegree students attending UNM in Fall 1990, (a) 70% were students who already held a bachelor degree and (b) these students were heavily Anglo and Female.

TABLE E.1.3a. UNDERGRADUATE ENROLLMENT AT TWO-YEAR BRANCH CAMPUSES, BY ETHNICITY AND GENDER*

			Percent of Students Who Are...					
Institution	Year	Number of Students	Anglo	Hispanic	Native American	Black	Asian	Women
UNM-Gallup	1988	1,602	21.4%	8.3%	69.2%	.6%	.5%	65.2%
	1989	1,473	16.2%	8.3%	75.1%	.2%	.3%	65.8%
	1990	1,917	14.2%	10.0%	75.2%	.4%	.2%	61.7%
UNM-Los Alamos	1988	909	77.4%	18.4%	1.7%	.4%	2.1%	62.2%
	1989	741	70.5%	26.1%	1.9%	.4%	1.1%	57.9%
	1990	743	67.8%	27.9%	2.3%	.5%	1.5%	61.4%
UNM-Valencia	1988	1,059	47.5%	49.8%	2.0%	.7%	.1%	68.6%
	1989	1,045	47.2%	50.3%	2.1%	.4%	.0%	68.2%
	1990	1,073	47.8%	48.0%	2.6%	1.2%	.4%	69.0%
NMSU-Alamogordo	1988	1,680	75.8%	15.2%	2.9%	4.6%	1.5%	58.3%
	1989	1,815	77.4%	14.5%	3.1%	3.9%	1.0%	59.6%
	1990	1,759	74.8%	16.5%	3.4%	4.1%	1.3%	62.7%
NMSU-Carlsbad	1988	964	77.7%	19.7%	1.2%	.6%	.7%	62.4%
	1989	1,024	74.1%	23.2%	1.8%	.5%	.4%	58.9%
	1990	1,077	71.9%	24.9%	2.0%	.8%	.4%	62.2%
NMSU-Dona Ana	1988	1,618	51.6%	43.6%	2.7%	1.9%	.3%	56.7%
	1989	2,372	51.7%	42.6%	2.8%	2.4%	.5%	50.8%
	1990	3,285	51.6%	42.3%	3.1%	2.6%	.4%	52.0%
NMSU-Grants	1988	485	54.4%	28.0%	16.9%	.2%	.4%	66.2%
	1989	514	50.6%	23.9%	24.9%	.4%	.2%	66.1%
	1990	469	50.5%	26.4%	22.2%	.9%	.0%	67.4%
ENMU-Roswell	1988	1,622	72.6%	24.6%	1.1%	1.7%	.1%	64.2%
	1989	1,870	71.9%	25.7%	.6%	1.2%	.6%	66.7%
	1990	2,155	70.0%	26.8%	1.3%	1.4%	.5%	62.1%

* Source: CHE Student File. This analysis includes all undergraduates (those seeking degrees and those enrolled for other purposes) at all eight public postsecondary campuses that are branches of four-year institutions. For 1989 and 1990, some nondegree students who already held a bachelor degree may have been eliminated from the counts. Computation of percentages in the five ethnic categories is based upon the total number of students in those categories, not all students.

TABLE E.1.3b. UNDERGRADUATE ENROLLMENT AT INDEPENDENT TWO-YEAR INSTITUTIONS, BY ETHNICITY AND GENDER*

			Percent of Students Who Are...					
Institution	Year	Number of Students	Anglo	Hispanic	Native American	Black	Asian	Women
Clovis Community C	1988	2,809	78.5%	13.2%	.9%	6.1%	1.3%	58.1%
	1989	2,789	77.9%	14.7%	.5%	5.3%	1.5%	58.8%
	1990	2,750	76.9%	15.3%	.6%	6.2%	1.0%	62.0%
New Mexico Junior C	1988	2,513	81.9%	12.7%	.6%	4.5%	.3%	63.7%
	1989	2,345	80.5%	15.8%	.4%	3.0%	.3%	61.1%
	1990	2,438	77.5%	17.9%	.4%	3.8%	.4%	62.6%
Northern NM Community C	1988	1,471	16.5%	72.8%	9.8%	.4%	.5%	66.3%
	1989	1,553	18.5%	71.5%	8.9%	.5%	.5%	66.5%
	1990	1,628	19.5%	71.8%	7.7%	.6%	.4%	68.2%
San Juan College	1988	2,855	61.6%	10.4%	27.5%	.2%	.3%	62.3%
	1989	3,068	62.2%	10.9%	26.3%	.2%	.4%	63.3%
	1990	3,032	64.7%	10.8%	24.0%	.3%	.2%	64.1%
Santa Fe Community C	1988	2,351	48.1%	49.1%	1.7%	.5%	.6%	65.9%
	1989	2,935	50.8%	45.3%	2.8%	.4%	.7%	64.7%
	1990	2,964	49.7%	46.2%	3.4%	.3%	.4%	64.9%
Albuquerque T-VI	1988							
	1989							
	1990	12,607	54.6%	35.6%	5.6%	2.8%	1.4%	53.9%

* Source: CHE Student File. This analysis includes all undergraduates (those seeking degrees and those enrolled for other purposes) at six of the eight independently governed two-year public postsecondary institutions. For 1989 and 1990, some students who already held a bachelor degree may have been eliminated from the counts. Luna VTI and Tucumcari AVS are not included because they are not yet part of the CHE data base; Albuquerque TVI is in the data base only beginning in 1990. Computation of percentages in the five ethnic categories is based upon the total number of students in those categories, not all students.

Tables E.1.3a and E.1.3b show the pattern of enrollment, by ethnicity and gender, at New Mexico's two-year campuses. Two-year campuses have been split between two tables in order to simplify presentation. Two-year campuses nationwide have become important sites for historically underrepresented groups to enroll and many of New Mexico's two-year campuses also are showing increased participation by ethnic minority students between 1988 and 1990.

2. Transfer from a Two-Year Institution

The current report card law requires information on the number of students who have transferred from two-year institutions to the various four-year institutions. Table E.2.1 confirms a major shift occurring in the pattern of enrollment at public institutions. The number of students transferring from a New Mexico two-year institution to a four-year institution has increased 37% between Fall 1989 and Fall 1990. Every four-year institution has increased its intake of transfer students, most of them dramatically.

TABLE E.2.1. TRANSFER OF STUDENTS FROM TWO-YEAR TO FOUR-YEAR INSTITUTIONS*

	Number of Students Transferring from a Two-Year Institution	
Four-Year Institution	Fall 1989	Fall 1990
UNM-Albuquerque	921	1,259 (+ 37%)
NMSU-Las Cruces	880	1,257 (+ 43%)
New Mexico Tech	6	33 (+450%)
Eastern New Mexico U	350	390 (+ 11%)
New Mexico Highlands U	45	73 (+ 62%)
Western New Mexico U	13	14 (+ 8%)
All Four-Year Institutions	2,215	3,026 (+ 37%)

* Source: CHE Student Files for 1988-1990. This analysis attempted to record only those students who were enrolled at a New Mexico two-year institution in Fall 1988 or Fall 1989 and who transferred to a four-year institution the following fall. Unfortunately, some of the students counted in this table are dual enrollments, students enrolled simultaneously on two campuses. Therefore, although the actual enrollment figures may be high for some campuses, the percentage change from Fall 1989 to Fall 1990 is probably a reasonable estimate of improvement in transfer. Note also that additional students delay their transfer by one or more years. Other students transfer from one four-year institution to another or from a four-year institution to a two-year institution.

Over the past five years, the Commission on Higher Education and the Legislature have both taken strong actions to improve articulation among public institutions, particularly transfer of students from two-year to four-year campuses. The data in Table E.2.1, showing increased numbers of students transferring, provide only one indication of institutions' positive responses to these actions. Another indication is increased acceptance of academic credits from two-year campuses by the four-year institutions.

3. Student Persistence

New Mexico's public postsecondary institutions are showing increased success at retaining their students following initial enrollment. Table E.3.1 presents one measure of student persistence toward a degree or certificate: second-year retention rates statewide and for three clusters of institutions. Statewide, 49% of the freshmen first enrolling in Fall 1989 were still enrolled at the same campus in Fall 1990. An additional 12% were enrolled at some other public postsecondary campus in New Mexico, for a total persistence rate of 61%. These numbers are improved over the prior year, particularly at two-year institutions.

TABLE E.3.1. STUDENT PERSISTENCE AT NEW MEXICO'S PUBLIC INSTITUTIONS*

	Freshman Year	Freshmen Beginning Degree Programs	Percent Returned Subsequent Fall**	Percent Transferred to Other Campuses***	Total Percent Persisting
Doctoral Institutions	1988	4,187	70%	9%	79%
	1989	3,903	71%	9%	80%
Regional Institutions	1988	1,329	53%	9%	62%
	1989	1,276	54%	9%	63%
Two-Year Institutions	1988	5,919	34%	11%	45%
	1989	6,655	35%	14%	49%
All Institutions	1988	11,435	50%	10%	60%
	1989	11,834	49%	12%	61%

* Source: CHE Student File. This analysis includes all twenty-two public postsecondary institutions except Luna VTI and Tucumcari AVS, which are not yet part of the CHE data base. Statewide, about 80% of undergraduates declare that they intend to pursue a degree or certificate; the other 20% enroll for other reasons, although some may in fact eventually earn degrees.

** This is the percentage of freshmen beginning a degree program who were enrolled on the same campus in the fall subsequent to their freshman year.

*** These numbers include both students who move between branches and main campuses and those who transfer to a different institution.

Table E.3.1 also shows clearly different persistence rates for students at doctoral, regional, two-year institutions. Students at these three clusters of campuses often begin their educations with markedly different purposes, obligations, and academic backgrounds and it is therefore inappropriate to expect the same persistence rates at these three types of institutions.

Because this particular measure identifies students who have enrolled in the fall as first-time freshmen in a degree or certificate program and counts how many of these students remain enrolled in the following fall term, it is only one measure of early persistence in a program. By itself, this measure does not reflect the fact that most New Mexico students work during their college enrollment period, often stopping out from their education to work full time but returning to campus in a later term. This measure also does not recognize the unknown number of students who transfer to a private or out-of-state institution.

The Commission on Higher Education is in the process of establishing a research program that eventually will generate more extensive analyses of student persistence, taking into account the intentions of students, differences in academic preparation, and longer-term measures of enrollment and program completion.

4. Student Outcome Assessment

In the system development section of their five-year plans, most recently updated in Spring 1991, institutions were asked to describe their procedures for assessing outcomes of their programs, especially measurement of student learning and studies of placement and success of students after they leave the institution.

Three fundamental points about outcome assessment emerge from the 1991 institutional plans. First, most institutions are actively seeking ways to expand their assessment of student proficiency, and thereby of program success. Second, assessments must be appropriate to the diverse missions of the institutions, and therefore somewhat different from one another. Third, the institutions are limited in their ability to finance the costs of valid outcome assessment. This picture of outcome assessment is little changed since last year.

There is no statewide system of outcome assessment, nor is there any uniformity in institutions' plans for assessment. As a result, comparison among institutions on their outcomes-- as requested in the Legislature's Report Card statute-- is not possible, nor will it be possible in the future.

In addition to pressures from the Commission on Higher Education and the Legislature to increase outcome assessment, New Mexico's institutions are now being required by the North Central Association of Colleges and Schools to demonstrate outcome assessment programs as a condition of maintaining accreditation. North Central does not require any particular assessment method, but insists that an institution "develop a variety of measures of student academic achievement," in addition to other institutional outcomes.

Current Status of Outcome Assessment. No New Mexico institution yet has a mature or comprehensive system for measuring student outcomes. Measured against a criterion of institution-wide assessment, the 23 campuses can be clustered into three groups of approximately equal size: those that have some assessment underway, and in each case are planning more; those that have completed substantial planning, and may also have conducted limited assessments; and those that are in relatively early stages of planning.

The following institutions have assessment programs that are campus-wide or have been in operation for several years.

- **Eastern New Mexico University-Portales** is entering its sixth year of value-added student assessment. Objective tests of knowledge and of values and attitudes are administered to students in their freshman year and repeated in their junior year. Eastern's efforts are now focused upon having departments devise in-house assessments or employ nationally normed major field tests for their student majors; several departments already have implemented such measures.

- **Western New Mexico University** has an assessment plan derived from Eastern's experience. They began administering an attitude/values instrument to freshmen in 1990, with two-year and four-year posttests scheduled. Western will add use of a standardized basic skills and knowledge test at the end of the sophomore year and departmental assessments at the end of the senior year. Western's 1990 institutional plan added an extensive list of goals for various units of the institution. Somewhat disconcertingly, however, although improving mail room procedures and studying the feasibility of reintroducing golf instruction are on the list, outcome assessment is not.

- Three institutions-- **Santa Fe Community College, San Juan College, and Albuquerque Technical-Vocational Institute**-- have programs that regularly track students following graduation to assess institutional impacts through student evaluations and indications of success as employees or upon transfer to other institutions. Each of these three institutions has a strong vocational-technical program, where such follow-ups are particularly informative. Each institution also is studying additional assessment options. The three institutions are major sources of expertise for other campuses wishing to develop student follow-up studies.

  San Juan College's plan contains an appendix that is particularly notable for its clear presentation of the guidelines that direct its assessment program and specific indicators used to measure student success. Elsewhere in its plan, San Juan College also reports new student tracking measures and compares student persistence measures to those at other comparable colleges.

The following institutions substantially changed the system development sections of their plans since 1990, indicating changes in their intent or activities for outcome measurement.

- **New Mexico State University-Las Cruces** has undertaken a deliberate program to involve faculty and build upon existing assessment activities. An inventory of existing procedures was completed in 1989, revealing a great variety of outcome measurement, including administration of a standard writing examination at the end of a required freshman writing course. NMSU is observing pilot programs in the College of Business Administration and Economics, the Department of Nursing, and elsewhere, with the intent of helping other departments adopt successful practices. NMSU does not anticipate institution- wide pre-post testing. NMSU has initiated student tracking projects and indicates that data from these projects are being used to alter admissions practices and student services.

- **The University of New Mexico-Albuquerque** has no comprehensive, institution-wide program of student outcomes assessment. However, in conjunction with priorities set in their planning document, UNM 2000, and in accordance with new North Central Association requirements UNM will begin planning such a program in 1991-92. A 1990 survey revealed a considerable number and variety of assessment efforts already underway. UNM's 1991 plan cites a 1990 alumni survey finding good-to-excellent evaluations by 85% of the alumni responding.

- **New Mexico Highlands University** reports recent surveys of students and alumni, but without detail on the outcomes. Highlands also reports use of a new writing assessment in sophomore composition classes and subsequent formation of a committee to increase writing exercises across the curriculum.

- **New Mexico Military Institute** will initiate a standardized ACT-College Assessment of Academic Proficiency testing program with the Fall 1991 entering class. This assessment of reading, writing, math, critical thinking, and scientific reasoning is administered at the beginning of the freshman year and at the end of the sophomore year to generate a "value-added" measure for the institution.

- Three branches of New Mexico State, **NMSU-Alamogordo. NMSU-Dona Ana, and NMSU-Grants** report advances in their assessment planning. The Alamogordo branch predicts that a new outcome assessment design will be completed by August. Early activities are focused upon need and attitude surveys of students, graduates, and the community. A campus committee has drafted a list of possible measures for program evaluation. This year, the Dona Ana branch has activated a task force representing administrators, faculty, and students to design an outcome assessment program. Dona Ana notes a particular difficulty of assessing its impacts because of the commingling of students between the branch

and main campus. A new assessment strategy at the Grants branch is similar in concept to that at Santa Fe Community College.

- The **University of New Mexico-Valencia** branch has established a committee to develop a new assessment system. The indicators under consideration include capstone activities (such as final projects, portfolios, and supervised work experiences), follow-up measures from employers and higher education institutions, and surveys of student satisfaction.

Overall, the institutions' 1991 plans affirm that most institutions are acting to improve their procedures for measuring student success and satisfaction, using a diverse array of methods. Development will require time and financial commitment before most campuses have useful data with which to demonstrate their impacts and the utility of their assessment systems.

5. Student Placement

Although information about job placement and progression to further education would appear to be a useful index of an institution's success, most institutions in New Mexico and elsewhere are only beginning to record and use such measures. Placement offices have been viewed primarily as student and community services, rather than as sources of information about the health of an institution.

Based upon information in New Mexico's public institutions' five-year plans, it is clear that placement assistance usually is concentrated on posting job listings sent by employers to the placement office, making interest or skill testing available to students, and providing help in constructing resumes or preparing for interviews. Some institutions collect and analyze data regarding numbers of students seeking employment and obtaining various types of jobs, but this tends to be concentrated at institutions with strong vocational-technical programs, such as Albuquerque Technical-Vocational Institute, San Juan College, or Santa Fe Community College.

At most institutions, the utility of job placement data may be quite limited. Many students are not seeking jobs or further education following completion of their programs; this is increasingly the case as greater numbers of already employed students enroll part-time. Furthermore, although some placement offices record data about job placements, none have good data about the numbers of students proceeding to more advanced programs at other institutions. Even at institutions with the most extensive placement programs, the utility of placement information is limited by the fact that students seek placement assistance voluntarily, thereby restricting the pool of students on which information can be gathered. For these reasons, placement data may reflect outcomes for only a small fraction of an institution's students.

6. Measures of Educational Process

The Legislature's report card law asks for information on four indices of processes in postsecondary education: advisement of students, assignment of full-time faculty to instruction of remedial courses at two-year institutions, assignment of full-professors to instruction of lower division courses at four-year institutions, and involvement of students in sponsored research programs. With the assistance of institution representatives, the Commission on Higher Education compiled data on these indices for the 1990 report card and, where it was judged reasonable, has updated these data for 1991. Institution representatives believe that these procedural measures are less valid and less indicative of institutional success than are the preceding measures. The Commission will be considering alternative measures of accountability to propose to the Legislature. These measures will emphasize outcomes rather than measures of procedure.

A. Faculty Involvement in Student Advisement. New Mexico postsecondary institutions were surveyed during the 1989-90 academic year to gather information about student advisement. Faculty members are involved in student advisement at every institution, however responsibilities for various forms of advisement do differ across institutions. Some institutions assign counselors or other staff, rather than faculty members, to advise students, at least within some disciplines.

The survey revealed that about 50% of student advisement deals with academic issues such as course and program selection or ways to improve academic success. About 20% of advisement involves career counseling, another 20% involves pre-admission discussions with potential students or assessment for placement in particular courses or programs, and the final 10% includes personal counseling or advice regarding special needs or circumstances.

Through the survey and through their five-year institutional plans, New Mexico's postsecondary institutions indicate that they recognize the critical role of good advisement in student success and satisfaction. Prompted in part by requirements of the North Central accrediting association, all institutions regularly examine their advisement process as they seek ways to improve their institutional outcomes.

B. Remedial Instruction by Full-Time Faculty at Two-Year Institutions. Table E.6.1 summarizes the amount of remedial/ developmental instruction offered during Fall 1990 at the fourteen postsecondary campuses included in the Commission's data base. Statewide, 8,686 students were enrolled in at least one remedial course at a two-year institution, generating 45,069 credit hours of instruction. Of that instruction, 63% was delivered by a full-time faculty member. This is a relatively high amount, when it is considered that most instruction at two-year campuses is provided by part-time faculty members.

Table E.6.1 shows that the relative availability of full-time faculty to teach remedial courses (or any other courses, for that matter) varies considerably from one campus to another, largely as a result of campus decisions about the ratio of full-time and part-time employees among their faculty. Based upon the information in Table E.6.1, it appears that New Mexico's two-year institutions are assigning full-time faculty members to teach remedial courses at rates at or above their relative availability among all faculty.

TABLE E.6.1. REMEDIAL INSTRUCTION BY FULL-TIME FACULTY AT TWO-YEAR INSTITUTIONS: FALL 1990

Institution	Number of Remedial Courses	Total Enrollment*	Remedial Student Credit Hours (SCH)	% SCH Taught by Full-Time Faculty	Estimated Availability of Full-Time Faculty**
UNM-Gallup	46	651	1,763	58%	37%
UNM-Los Alamos	12	262	611	0%***	0%***
UNM-Valencia	21	347	1,025	31%	24%
NMSU-Alamogordo	28	469	1,817	31%	39%
NMSU-Carlsbad	18	476	1,759	66%	36%
NMSU-Dona Ana	122	2,597	10,278	67%	40%
NMSU-Grants	15	153	612	71%	28%
ENMU-Roswell	41	1,391	2,818	64%	35%
Clovis Community College	7	177	576	74%	27%
San Juan College	45	993	2,644	56%	41%
Santa Fe Community College	67	1,108	3,028	16%	6%
New Mexico Junior College	19	364	987	78%	67%
Northern NM Comm. College	38	670	1,875	54%	44%
Albuquerque T-VI	247	5,022	15,276	78%	50%
All Two-Year Campuses	726	14,680	45,069	63%	40%

* Source: Data derived from CHE Staff File, Fall 1990. Enrollment figures are the summed enrollments of all remedial courses; therefore, students taking more than one remedial course are counted more than one time. The unduplicated number of students taking remedial coursework at two-year institutions in Fall 1990 was 8,686.

** Availability of full-time faculty to teach remedial (or any other) courses is provided as a bench mark against which to evaluate an institution's actual percent teaching remedial courses. The estimate is the percentage of the total full-time-equivalent faculty who are employed full time, which recognizes that the average part-time faculty member is employed half-time.

*** UNM-Los Alamos employed only part-time faculty in Fall 1990.

C. Lower Division Instruction by Full Professors at Four-Year Institutions. Table E.6.2 displays information about the assignment of full professors, the most senior rank of faculty, to lower division instruction, taken primarily by freshmen and sophomores at four-year institutions. Statewide, about 19% of all student credit hours of instruction provided in lower division courses is provided by full professors. This figure is somewhat below the estimated availability of full professors for such instruction. However, there are reasons why senior faculty members might be somewhat underrepresented in lower division courses. There is a strong tradition of allowing senior faculty greater choice in the courses they teach, coupled with a frequent faculty preference for teaching smaller, advanced courses at upper division and graduate levels. At least in some disciplines, upper division and graduate courses are more appropriately taught by senior faculty.

TABLE E.6.2. LOWER DIVISION INSTRUCTION BY FULL PROFESSORS AT FOUR-YEAR INSTITUTIONS: FALL 1990

Institution	Number of Lower Division Courses	Student Credit Hours in Lower Division (SCH)	% SCH Taught by Full Professors*	Estimated Availability of Full Professors**
UNM-Albuquerque	1,888	141,703	17%	23%
NMSU-Las Cruces	1,393	100,628	21%	26%
New Mexico Tech	169	7,678	26%	39%
Eastern New Mexico U	519	30,366	14%	17%
New Mexico Highlands U	261	18,477	28%	34%
Western New Mexico U	260	14,982	20%	28%
All Four-Year Campuses	4,490	313,833	19%	33%

* Source: Data derived from CHE Staff File, Fall 1990. Of all student credit hours in lower division coursework, this is the percentage taught by faculty of full-professor rank. The calculation for WNMU is based on about 80% of their total lower division SCH, because the rank of 22 faculty members is not identified in the CHE Staff File.

** Availability of full-professors to teach lower division (or any other) courses is provided as a bench mark against which to evaluate an institution's actual percentage teaching lower division courses. The estimate is the percentage of all SCH that were taught by full professors. UNM's estimate was adjusted by the University to remove faculty in programs that do not offer undergraduate instruction (law, medicine, and others)

Although the six four-year institutions vary in their assignment of full professors to lower division courses and in the relative availability of full professors among their total faculty, there is no obvious pattern to this variation.

D. Student Participation in Sponsored Research. During Fall 1990, New Mexico's six four-year institutions were surveyed regarding their involvement of students in sponsored research or other scholarly programs. Student participation included assisting in preparation of research proposals or reports, doing library research, preparing or operating equipment, gathering original research data, performing analyses of data, serving as a subject of the research, or other research-related activities. Statewide, about 8% of undergraduates and about 23% of graduate students were found to be involved in sponsored research, as is summarized in Table E.6.3. These numbers are likely to be considerably lower than the total number of students who work with one or more faculty members or other professional staff on scholarly projects, because a considerable amount of scholarly activity is not classified as research, is not sponsored by an independent funding agent, or may be part of a work-related experience for the student.

TABLE E.6.3. STUDENT PARTICIPATION IN SPONSORED RESEARCH

	Undergraduate Students		Graduate Students	
Institution	Number of Participants	Percent of Undergraduate Enrollment	Number of Participants	Percent of Graduate Enrollment
UNM-Albuquerque	838	5%	839	19%
NMSU-Las Cruces	1,358	12%	498	29%
New Mexico Tech	130	18%	116	46%
Eastern New Mexico U	6	< 1%	7	2%
New Mexico Highlands U	26	2%	12	5%
Western New Mexico U	33	2%	3	2%

Source: Commission on Higher Education survey of institutions, Fall 1990.

7. Graduate Education: Numbers and Sources of Students

As was indicated in Table E.1.1, enrollment in graduate programs at New Mexico's public postsecondary institutions has increased greatly since 1988, reaching 12,369 students in Fall 1990. Table E.7.1 displays the number of graduate students enrolled in Fall 1990 at each of the six institutions offering graduate programs. Also shown in the table are the results of a survey of these institutions conducted in 1990 indicating where the graduate students at these institutions had earned their undergraduate degrees. Slightly more than half of our graduate students come from New Mexico institutions, but nearly half come from out of state. This is true at both doctoral and regional institutions. The most obvious exception is New Mexico Tech, where most graduate students come from out of state, most of those from outside the United States.

TABLE E.7.1 NUMBERS AND SOURCES OF GRADUATE STUDENTS

Institution	Fall 1990 Graduate Enrollment*	Source of Undergraduate Degree**			
		Institution	Other New Mexico Institutions	Other States	Other Countries
UNM-Albuquerque	7,713	32%	23%	40%	5%
NMSU-Las Cruces	2,379	33%	6%	56%	5%
New Mexico Tech	301	16%	5%	28%	51%
Eastern New Mexico U	468	42%	16%	36%	6%
New Mexico Highlands U	556	34%	15%	48%	3%
Western New Mexico U	240	29%	8%	63%	0%
All Four-Year Campuses	11,657	32%	21%	41%	6%

* Source: CHE Student File. These numbers include students in first professional degree programs (law and medicine) at UNM.

** These percentages are estimates for 1989-90 graduate enrollments, supplied by the respective institutions in Fall 1990.

8. Future of the Report Card

The 1990 legislation requiring preparation of a postsecondary report card has been particularly helpful in highlighting the state's interest in institutional accountability. As a result, several new, statewide analyses have been prepared and there has been healthy discussion about how best to evaluate institutional success. Some of the measures specified in current law are informative and should continue to be compiled; other measures, particularly those labeled process measures above, may be less useful as indices of either the success or the satisfaction of students. For example, successful remedial programs and stimulating lower division instruction are important goals for institutions, but achievement of these goals could be measured more directly than through the numbers of full-time or senior faculty responsible for these programs.

Looking to the future, the postsecondary report card can be strengthened by identifying more valid and acceptable measures of institutional success and substituting these for some of the measures currently specified in law. The Commission on Higher Education has indicated its interest in studying such options during 1991 and 1992 and preparing recommendations for the 1993 legislative session. The Commission will seek assistance from all postsecondary institutions as these recommendations are developed.

1. Course Transfer Activity Study

The Course Transfer Activity Study is conducted in response to a bill passed by the 1989 Legislature requiring public colleges and universities to report numbers of credits accepted and denied in transfer and reasons for their denial. Highlights of the second annual study are presented below. *A transfer is defined as any student who enrolls at an institution and requests that one or more transcripts from other public New Mexico institutions be evaluated.*

Students Transferring

- Table F.1.1 below shows 3,423 students transferred into a public postsecondary institution during the 1990-1991 academic year, nearly double the number reported for 1989-1990. This number includes students who have been continuously enrolled as well as those who may have stopped out for a year or more.

Table F.1.1. Students Transferring from One Public Postsecondary Institution to Another

	1989-1990	1990-1991	Percent Change
Number of Students	1,728	3,423	198% Increase

Source for Tables F.1.1, F.1.2, and F.1.3: CHE Student Credit Hour Transfer Files for 1989-1990 and 1990-1991. Correctness of 1990-1991 data has improved over 1989-1990. The Commission continues to work to increase completeness and accuracy in these new files.

This is about four percent of statewide Fall 1990 headcount enrollment, a one percent increase over last year.

Credits Evaluated

- Of the 111,763 student credit hours requested to be evaluated in 1990-1991, 75 percent were accepted and 25 percent were denied. Table F.1.2 below shows changes over the previous year.

Table F.1.2. Student Credit Hour Transfer Activity

Student Credit Hours	1989-1990	1990-1991	Percent Change
Total Evaluated (%)	66,763 (100%)	111,763 (100%)	167% Increase
Total Accepted (%)	46,053 (69%)	82,943 (74%)	5 Point Increase
Total Denied (%)	19,977 (30%)	28,190 (25%)	5 Point Decrease

- While there appears to be a major increase in numbers of transfer students and the volume of student credit hours transferring from one New Mexico public institution to another, some of this change is a result of improved reporting by nearly all institutions and the inclusion of data from the UNM branches.

- It should be noted that students moving from a NMSU branch to the main campus are defined as native and not transfer students by NMSU. Therefore the numbers of students and credits moving from NMSU branches to main campus are not reflected in the Course Transfer Activity Study.

Volume of Courses Transferred

- The largest volume of course transfer acceptance and denial continues to occur at the four-year institutions. In order of student credit hours evaluated are UNM (45,843); NMSU (18,114); ENMU (5,578); NMHU (2,913); WNMU (1,690); NMIMT (529).

- Albuquerque T-VI ranks second only to UNM in volume of course transfer acceptance and denial statewide with 20,745 student credit hours evaluated.

- In volume of course transfer acceptance and denial other two-year colleges rank as follows: SFCC (3,275); UNM-Los Alamos (2,394); SJC (2,358); NNMCC (2,068); ENMU-Roswell (1,914); UNM-Gallup (1,526); UNM-Valencia (1,107); CCC (669); LVTI (257); NMJC (154).

Credits Accepted by Institution

- A statewide increase of five percent in the acceptance of credits by New Mexico public institutions is noted in Table F.1.2 above. In Table F.1.3 below the acceptance rate by institution is presented. ENMU is shown to have the highest rate of acceptance of transfer credit among four-year institutions.

Reasons Credits Denied

- Credits were denied for the following reasons (from greater to lesser frequency): grades less than C (36 percent); no equivalent (22 percent); developmental studies (18 percent); vocational class (10 percent); upper division courses rejected at two-year institutions (eight percent); repeated class (four percent); other reasons (three percent); accreditation policies (0.1 percent).

Table F.1.3. Institutions Ranked by Percent Credits Accepted

Receiving Institution	Rank	Percent Accepted (Number)
LVTI	1	99% (254)
ENMU-Roswell	2	97% (1,864)
ENMU	3	96% (5,368)
CCC	4	91% (610)
NNMCC	5	89% (1,849)
WNMU	6	89% (1,496)
UNM-Los Alamos	7	83% (1,989)
NMIMT	8	83% (439)
SFCC	9	81% (2,650)
UNM	10	79% (36,219)
NMSU	11	78% (14,120)
NMHU	12	76% (2,216)
UNM-Valencia	13	73% (809)
UNM-Gallup	14	69% (1,059)
SJC	15	69% (1,619)
NMJC	16	62% (744)
Albuquerque T-VI	17	50% (10,358)

2. Participation of Minorities and Women in Undergraduate and Graduate Education

Two memorials were passed during the 1991 legislative session asking the Commission on Higher Education to study and make recommendations regarding participation and success of ethnic minority students and women in postsecondary education. House Memorial 38 asked the Commission and State Board of Education to study high school graduation rates, college attendance rates, and degree completions among minority students and to develop a state plan for increasing participation and success of minority students. House Memorial 91 asked the Commission to study representation of minority students and women in graduate education programs in New Mexico.

House Memorial 38: The State Plan. The state plan was developed in a series of collaborative steps. First, a richly experienced task force was assembled to review information about the extent of underrepresentation in the state's educational institutions and potential remedies for underrepresentation. The task force then drafted the goals and strategies that form the heart of this plan. Drafts were circulated to other advisory groups, such as the councils of academic officers of the two-year and four-year postsecondary institutions and the Commission's research advisory committee. The plan was considered during a public meeting of the Commission's planning committee and final draft circulated to all public postsecondary institutions for their review and advice. Ultimately, the plan was presented to the Commission and the State Board of Education and then to the Legislative Education Study Committee.

The plan features three components:

- seven statewide goals to guide state and local bodies as they act to improve educational opportunity,
- a request that New Mexico's public postsecondary institutions develop and enact more detailed plans, appropriate to their own circumstances, and
- lists of specific strategies suggested for consideration by the Legislature, the Commission on Higher Education, the State Board of Education, and by local school districts and postsecondary institutions as they act together to equalize educational opportunity and achievement.

Many of New Mexico's postsecondary institutions and public school districts already have committed themselves to goals similar to those posed by this plan. Many have implemented some of the strategies, and indeed, some of the strategies are listed as a result of their demonstrated utility in New Mexico. In some educational settings there

is even evidence of increased enrollment and academic success among ethnic groups traditionally underrepresented in those settings.

Yet, in most educational communities, there remains clear underrepresentation of Hispanic and Native American students and in some instances Black or Asian students. This plan is proposed as another step toward helping all communities of the state to achieve parity of educational opportunity for all students: educational achievement determined by the abilities and interests of each student, not by the ethnic group he or she represents.

The Commission's committment to meeting the statewide goals is reflected in its modification of institutional planning schedule to emphasize planning for greater minority participation and in its requests to the Legislature for additional funding for student financial assistance and for formula changes that will strengthen student support services at postsecondary institutions.

House Memorial 91: Graduate Education. The objective of HM 91 was to gather information useful in efforts to increase the presence of minority and women faculty and professional staff at the state's postsecondary institutions.

Statewide enrollment and degree completion data were examined for seven years, 1984-1990, revealing that Hispanic, Native American, and Black students are underrepresented in graduate programs, most notably the doctoral programs that are generally prerequisite to hiring as a faculty or professional staff member. Native American students are especially underrepresented.

Underrepresentation of minority students appears to stem from (a) reduced representation among high school graduates and (b) reduced progression to postsecondary education, resulting in (c) reduced numbers of minority students who attain bachelor's degrees and become eligible for graduate study. In addition, (d) relatively few minority students opt for graduate education following receipt of a bachelor's degree.

Women are underrepresented in doctoral research programs.

Similar patterns of underrepresentation exist among current faculty and professional staff at most institutions. However, New Mexico institutions are hiring their own graduates and graduates of other state institutions and there is evidence that this is helping to improve ethnic balance of faculties.

The Commission concludes that comprehensive action is needed to achieve equitable participation and completion of graduate programs by minority students. Such action should address health and experiential needs of infants and preschool and school-age

children, to increase the numbers of minority students who complete high school well prepared for postsecondary education.

The Commission also recommends continued support for the Educational Options Campaign; better recognition of the costs of student support services in postsecondary funding formulas; increased support for the state's financial aid programs, particularly the Graduate Scholarship Program, and continued funding for the Minority Doctoral Assistance for Service Program; and support for development of a student data base encompassing elementary, secondary, and postsecondary students.

The Commission will take additional actions to improve the representation and success of minority students and women in graduate education.

Full reports from these studies can be obtained from the Commission office.

3. Child Care Needs Assessment

In response to House Memorial 60 of 1991, the Commission on Higher Education surveyed New Mexico's postsecondary institutions, asking them to identify the numbers of students and employees with children, the numbers of their children, and numbers for whom current child care arrangements were unsatisfactory.

- About 26,600 postsecondary students (29% of Fall 1991 headcount enrollments) have children; their children number about 41,660.
- Nearly half of these students have unsatisfactory arrangements for child care, interfering with their postsecondary enrollment and performance.
- Students at two-year institutions are particularly likely to have children (44% versus 16% at four-year institutions) and also are more likely to have unsatisfactory child care arrangements.
- About 7,800 postsecondary faculty and staff have children, numbering about 15,800; about a third of these employees have unsatisfactory child care arrangements.
- Altogether, about 24,000 children of postsecondary students, faculty, and staff need improved child care. Preschool children are the most in need, but care also is needed for school-age children.

- Postsecondary institutions' first choice for state action to improve child care for students is increasing state funding for financial aid, so students could purchase additional care.

- Although there also is substantial support for state funding of construction and operation of on-campus child care facilities at some institutions, other institutions believe that this is not the best solution for meeting their child care needs.

- At those institutions currently operating on-campus child care facilities, operating expenditures average about $257 per child per month, although it appears that there are additional costs donated by the host institutions and through volunteer labor. At a typical center, about 58% of revenues come from fees. However, direct expenditures and revenues vary greatly from one center to another.

These findings were reported to the Commission and were sent to the Legislative Education Study Committee in December.

4. Two-Year Funding

House Memorial 59 of the 1991 legislative session directs the CHE to "...develop an equitable funding mechanism for two-year postsecondary educational institutions."

Following preliminary discussions with the Legislative Finance Committee in June, 1990, a revised proposal for response to the memorial was developed. This proposal suggested that two years' time would be required to adequately address the LFC's desires for a comprehensive study of the two-year system. The proposal indicated CHE staff's intention to proceed with a study of the funding issues this year, with additional focus on governance systems and statutory revisions to be scheduled for next year.

A working group of institutional representatives was established to assist in the development of a response to the fiscal issues of HM 59. This group met three times during the interim. Two possible approaches to the achievement of greater equity in the state's funding of two-year institutions were developed for purposes of discussion with the institutions, CHE and the legislature.

Option A seeks only to address the concern with the funding of San Juan College and New Mexico Junior College. In brief, this option proposes that funding for these two institutions be based on the two-year institution funding formula in the same manner as CHE staff proposes for other independent two-year institutions.

Option B suggests a broader approach which would move in the direction of placing all two-year institutions, branches and independents, on the same funding basis. This option would extend beyond option A to require a consistent level of local support for all two-year institutions. It appears that a local levy of two mills for all institutions would accomplish the objective of attaining consistency without a cost increase to the state, while a levy of three mills would generate a sizeable amount of additional revenue.

For the 1992 session, the CHE proposes that an initial step be taken toward the achievement of more equitable funding of New Mexico Junior College and San Juan College. The Commission's funding recommendations include a proposal to phase these two institutions onto the two-year institution formula over three years. This recommendation is consistent with either of the options presented above.

A series of additional activities will be necessary in order to address the full range of LFC concerns about the system of two year institutions in this state. Outside technical expertise may be beneficial both in addressing the governance issues and in drafting necessary legislation. In response to suggestions from institutional personnel, CHE will include additional representation from the branch community colleges on the work group which pursues these issues during the coming year.

It is anticipated that the outcome of the activities proposed for the 1992 interim will be a set of legislative proposals to define the local support requirements for two-year institutions and to clarify existing statutes. Consideration may also be given to the consolidation of some of the current two-year statutes. Recommendations regarding possible legislation will be considered by the CHE during the fall of 1992.

APPENDIX 1. MANDATES TO THE COMMISSION

A. Commission Membership

The 1991 New Mexico Legislature increased membership on the New Mexico Commission on Higher Education from 13 to 15. Members are appointed to this statutory board by the Governor. Ten members are appointed from State Board of Education districts, three are members-at-large, and two are student representatives although only one of the latter is a voting member. The term of office for members is six years except for student representatives who hold one-year terms. Student membership rotates among the state's postsecondary institutions.

B. Major Functions

The New Mexico Legislature created the Board of Educational Finance in 1951 to recommend adequate and equitable funding levels for the state's higher education institutions. Since that time the Board's responsibilities have increased to include not only analysis of fiscal needs, but also statewide planning and coordination of postsecondary education. In recognition of this expansion of responsibilities, the 1986 New Mexico Legislature changed the name of the Board of Educational Finance to the Commission on Higher Education.

1.0 The Commission is specifically directed to deal with the problems of finance of those educational institutions designated in Article 12, Section 11 of the constitution of New Mexico and for the University of New Mexico Medical Center, and with those of all other state-supported postsecondary institutions, by

1.1 being concerned with the adequate financing of these institutions and with the equitable distribution of available funds among them;

1.2 receiving, adjusting, and approving budgets submitted by institutions prior to submission of these budgets to the state budget division of the department of finance and administration;

1.3. when designated by the governor, administering funds furnished under acts of congress for the designated institutions or for any other educational institutions over which the Commission has been granted approval authority or supervisory powers (21-1-26 B);

1.4 developing funding recommendations to assure that postsecondary educational institutions receive credit for enrolled students within adult correctional facilities (21-1-26.2);

1.5 annually conducting special audits of the institutions of higher education, to include enrollments, fund balances, compliance with legislation, and comparison of expenditures to budgets, with annual reports to the department of finance and administration and to the legislative finance committee, audit findings to be considered in making annual funding recommendations (21-1-26.3);

1.6 compiling a manual prescribing a uniform classification of accounts and a uniform system for budgeting and reporting which includes the reporting of all funds available (21-1-33);

1.7 developing criteria and promulgating regulations for disbursement of money in an educational television equipment replacement fund and annually recommending a specific line item for replacement of such equipment (21-1-34);

1.8 authorizing disbursement of money under terms of the University Endowment Act (21-1A-4,5);

1.9 developing a funding formula to assure that each postsecondary institution can accomplish its planned mission. (21-2-5.1);

1.10 recommending an appropriation for each branch community college and junior college (21-14-9).

1.11 recommending an appropriation for each off-campus instructional program (21-14A-8).

1.12 recommending an appropriation for each technical and vocational institute and each area vocational school and providing a method for calculating the number of full-time equivalent students in technical and vocational institutes and area vocational schools (21-16-10, 21-17-7);

1.13 administering all funds allocated or appropriated to the Commission for industrial development training (21-19-7);

2.0 The Commission must also carry out a continuing program of statewide planning for postsecondary education (21-2-5) and:

2.1. develop and implement a statewide articulation plan and report annually on its status and progress (21-1-26.5);

2.2 develop and maintain programs, on a regular basis, for the orientation and in-service education of members of the boards of regents of

designated institutions (21-1-26 A).

3.0 The Commission is charged to recommend capital expenditures for postsecondary education and to:

3.1 approve major construction, building rehabilitation, and other capital outlay projects (21-1-21);

3.2 approve issuance of refunding bonds by the board of a branch community college (21-14-15).

4.0 The Commission must investigate and report on the condition of postsecondary education in the state, and:

4.1 submit an annual report to the governor and the legislature prior to November 15 each year (21-2-7);

4.2 survey any proposed community college district to determine need for a proposed community college and prospects for its adequate support, approve any petition for formation of such a college, call an election for establishment of a proposed community college district and provide appropriate notice of the results of such an election (21-13-5, 6, 8);

4.3 submit an annual educational report card to the governor and the legislature prior to November 15 of each year (21-1-26.7);

4.4 submit a report to the legislature on course transfer activity each year (21-1-26.5).

5.0 The Commission is responsible to administer state financial aid programs and to:

5.1 promulgate rules regarding amounts and conditions of loans to eligible students, approve student loan applications, provide annual reports to the governor and legislature regarding loan claims and default rates of participating institutions, and contract for assistance in collecting defaulted student loans (21-21-20, 21, 24, 25);

5.2 create and maintain a Work-Study program, promulgate necessary rules and regulations, equitably allocate Work-Study funds to eligible institutions, establish monetary need criteria for expenditure of at least one-third of Work-Study funds, and establish eligibility criteria regarding residency and enrollment status for Work-Study programs (21-21B-7).(21-21B-3, 4, 5, 6, 7);

5.3 administer the Student Choice fund (21-21C-4,5,8);

5.4 adopt rules, regulations, and procedures necessary to implement provisions of the Senior Citizens Reduced Tuition Act (21-21D-4);

5.5 administer the Vietnam Veterans' Scholarship fund (21-21E-1B);

5.6 adopt rules and regulations necessary to implement the Fire Fighter and Peace Officer Survivors Scholarship Act (21-21F-5);

5.7 administer the Graduate Scholarship Act (21-21G-4, 11);

5.8 administer the New Mexico Scholars Act (21-21H-4);

5.9 administer the Medical and Physicians Assistant Student Loan program and provide annual reports on program activity (21-22-4, 10);

5.10 administer the Osteopathic Medical Student Loan program and make annual reports on activity in this program (21-22A-4, 10);

5.11 administer the Nursing Student Loan program and make annual reports on program activity (21-22B-4, 10);

5.12 administer the Minority Doctoral loan-for-service program (21-21I-1);

6.0 The Commission administers other programs as assigned:

6.1 approves new graduate programs (21-1-24);

6.2 administers the New Mexico cooperative education program, establishing procedures to identify employment opportunities for cooperative education throughout New Mexico and working with institutions to encourage involvement of students (21-1-37);

6.3 in conjunction with a community college board, prescribes the course of study, defines official standards of excellence, and monitors adherence to those standards (21-13-11);

6.4 approves programs for the granting of Associate of Applied Science degrees at vocational and technical institutions of post-secondary education after appropriate consultation with other affected constituencies (21-16-6, 21-17-4.1);

6.5 approves a request for independent status of a branch campus, recommend tuition rates for it to the legislature, recommends an appropriation rate for the independent institution, and approves operation of occupational education programs at such institutions for secondary students (21-13-24.1);

6.6 approves operation of postsecondary educational institutions in New Mexico, promulgating rules and regulations for such purposes, cooperating with other federal or state agencies in administration of this responsibility (21-23-5, 6, 12);

6.7 adopts rules and regulations for administration and enforcement of the Out-of-State Proprietary School Act (21-24-5,6,7);

6.8 approves courses offered in New Mexico by nonproprietary out-of-state institutions (21-25-1,3,5);

6.9 contracts for a program to provide postdoctoral training for osteopathic interns (21-26-4);

6.10 approves distribution of institutional allocations from the Two-Year College Maintenance Fund (21-27-5) and instructional equipment bond proceeds (Chapter 2, Laws 1988) and Permanent Endowment Fund (Chapter 35, Laws 1984.

A. Summary of Two-Year Institution Funding Formula

The instruction and general expenditure level for two-year institutions, under the formula adopted during the 1990 legislative session, is calculated as described below. (The Commission on Higher Education proposed that funding increases resulting from these formula modifications be phased in over the next few years. Approximately one-third of the additional cost was funded for 1990-91. An increase in the developmental education factor was funded in 1991-92.)

1. Funding for **INSTRUCTION** is determined by:

    a. Calculating the total number of student credit hours (SCH) generated during the past year in each of seven formula cells (clusters) according to the discipline taught. A specific funding cluster has been established for developmental education.

    b. Multiplying the number of SCH generated in each cell by a specific factor which represents the formula costs per SCH for faculty salaries, other salaries (technicians, etc.) fringe benefits and other costs.

    c. Totaling the results of the above calculations.

PLUS

2. Funding for **ACADEMIC SUPPORT** is calculated by:

    a. Calculating an amount for replacement of five percent of an enrollment-based standard collection of library materials.

    b. Determining a funding level for library operations based on a core of $81,256, plus $26,190 for each 200 FTE students between 600 and 2,000 and for each 500 FTE over 2,000.

    c. Determining a funding level for academic administration at 10 percent of formula instruction for branch colleges and 12 percent of formula instruction for independent colleges.

PLUS

3. Funding for **STUDENT SERVICES** is determined by:

   a. Providing a base funding level of $156,127 to support a core student services function of approximately four FTE positions.

   b. Adding funding for enrollments over 400 headcount students by dividing the previous fall term student headcount enrollment in excess of 400 by 150 for the branch colleges and by 125 for independent colleges, and multiplying the result by $28,782.

PLUS

4. Funding for **INSTITUTIONAL SUPPORT** (central administration, etc.) is determined by:

   a. Providing a base funding level of $318,646 to support a core institutional support function of approximately six FTE positions. The base level is intended to cover the institutional support requirements of institutions which have total current fund expenditures of less than $2 million.

   b. Adding $34,198 in funding above the core level for current fund expenditures above $2 million in increments according to the following schedule:

Between $2 and $5 million	Each $300,000
Between $5 and $10 million	Each $350,000
Over $10 million	Each $400,000

PLUS

5. Funding for **PLANT OPERATIONS AND MAINTENANCE** is calculated by dividing the gross square footage of eligible space by 11,000, multiplying the result by $25,935 (same value as four-year formula) and adjusting according to an intensity of use factor.

PLUS

6. **UTILITY** expenditures from the previous fiscal year are increased by a two-year inflation factor.

PLUS

7. A formula amount for **BUILDING RENEWAL AND REPLACEMENT**, based on the replacement cost and age of institutional facilities, is determined for transfer to plant funds.

PLUS

8. A transfer to student financial aid is determined for the **STATE SCHOLARSHIP PROGRAM** in an amount equal to three percent of the previous fall headcount enrollment times the current annual tuition and fee rate.

MINUS

9. **TUITION** revenue as an assumed level, with a recognition that institutional governing boards determine actual rates.

MINUS

10. Local **MILL LEVY** revenue based on current fiscal year estimated receipts.

MINUS

11. **PERMANENT FUND** revenue (NNMCC) to the amount required to fund the building renewal and replacement formula.

MINUS

12. **MISCELLANEOUS FEE** revenue at an assumed level.

MINUS

13. Eighty percent of current fund **INTEREST** earned in the previous year.

The amount which results from all of the above calculations is recommended for state **GENERAL FUND APPROPRIATION**.

B. Summary of Four-Year Institution Funding Formula

The instruction and general expenditure level for four-year institutions is calculated as described below. (The academic support formula presented in this document has not been fully-funded by the legislature as of the 1991 session.)

1. Funding for **INSTRUCTION** is determined by:

   a. Calculating the total number of student credit hours averaged over the past three academic years in each of 39 cells according to level and discipline. A similar calculation of summer school enrollments is made based on the prior year summer session.

   b. Multiplying the SCH generated in each cell by a specific factor that represents the formula costs per SCH for faculty salaries, other salaries (e.g., technicians), fringe benefits, and other costs.

   c. Totaling the results of the above calculations.

   d. Comparing the total above to the total derived from a base three-year average (1987-88 for NMIMT, 1988-89 for other institutions).

   e. Using the larger of these two calculation.

   f. If enrollment in the most recent year has increased by more than four percent, or growth in total SCH production has occurred in each of the past three years, a "growth adjustment" equal to 60% of the difference between the most recent year enrollments and the rolling average is added to provide for marginal costs of additional students.

   g. If instructional expenditures per FTE student at a New Mexico institution are below those of a CHE-established comparison group, an adjustment may be recommended to decrease this differential.

PLUS

2. Funding for **ACADEMIC SUPPORT** is determined by:

   a. Multiplying the total academic year instructional funding level by 20% to provide for academic support, including library administration, and deans' or departmental offices.

b. Calculating an amount for replacement of 5% of cost of an appropriate library collection as determined by enrollment and the number and level of the institution's academic programs.

PLUS

3. Funding for **STUDENT SERVICES** is determined by:

a. Providing a base funding level of twenty staffing units times $35,330 to provide for student services, that is, counseling, admissions and records, and administration of financial aid.

b. Adding one additional staffing unit for each 150 headcount students in excess of 1,500 enrolled in the previous fall semester.

PLUS

4. Funding for **INSTITUTIONAL SUPPORT** (central administration) is determined by multiplying the previous year's total current fund expenditure level by factors as follows:

Up to $5 million	times 10%
From $5 million to $10 million	times 8.5%
From $10 million to $20 million	times 5%
Above $20 million	times 3.5%

PLUS

5. Funding for **PLANT OPERATION AND MAINTENANCE** is calculated by dividing the gross square footage of eligible space by 9,500, multiplying the result by $25,936 and adjusting according to an intensity of use factor.

PLUS

6. **UTILITY** expenditure from the previous year are increased by a two-year inflation factor.

PLUS

7. A formula amount for **BUILDING RENEWAL and REPLACEMENT**, based upon the replacement cost and age of eligible institutional facilities, is determined for transfer to plant funds.

PLUS

8. A transfer to student financial aid is determined for the **STATE SCHOLARSHIP PROGRAM** in an amount equal to 3% of the previous fall headcount enrollment times the current annual undergraduate tuition and fee rates.

MINUS

9. **TUITION** at an assumed level, with a recognition that Boards of Regents determine actual rates.

MINUS

10. **LAND AND PERMANENT FUND** revenue up to the amount required to support the building renewal and replacement formula.

MINUS

11. **MISCELLANEOUS FEE** revenue at an assumed level.

MINUS

12. 80% of current fund **INTEREST** earned in the previous year.

MINUS

13. 50% of **UNRESTRICTED FEDERAL** funds received in the previous fiscal year.

The remainder is the amount of support recommended for state **GENERAL FUND APPROPRIATION**. Table AP.2.1 on page 77 depicts the 1991-92 instructional formula factors for both four- year and two-year institutions.

Table AP.2.1. **New Mexico Instructional Formula Factors**
(Dollars per Student Credit Hour)
1991-92

DETAIL OF TWO-YEAR BUSINESS FACTOR

Faculty Salary	40.26
Faculty Fringe	8.33
Other Salaries	2.23
Other Fringe	.46
Other Costs	7.80
Total $/SCH	59.08

TWO-YEAR INSTITUTIONS

BUS	DEVEL	F. ARTS	GEN.ACAD.	HEALTH	SCI.OFF.	TRADES/TECH	
59.08	69.87	74.23	53.92	156.31	73.74	99.88	LOWER DIVISION

LARGE UNIVERSITIES (UNM & NMSU)

AG	BIO	BUS	EDUC	ENGIN	F. ARTS	LANG	HEALTH	LAW	LETTERS	MATH	PHY.SCI.	SOC.SCI.	
77.48	75.53	69.74	69.31	116.59	77.60	73.66	128.87	--	69.77	75.40	93.13	53.32	LOWER DIVISION
109.85	143.75	98.59	95.11	192.19	131.20	127.31	187.57	--	95.94	166.91	172.77	95.96	UPPER DIVISION

SMALL UNIVERSITIES (NMHU, WNMU, ENMU, NMIMT)

AG	BIO	BUS	EDUC	ENGIN	F. ARTS	LANG	HEALTH	LAW	LETTERS	MATH	PHY.SCI.	SOC.SCI.	
86.80	84.86	78.73	77.60	130.13	89.21	85.27	140.96	--	81.28	84.39	106.67	59.53	LOWER DIVISION
141.51	181.06	124.38	117.68	230.89	163.84	159.96	221.43	--	115.53	205.61	211.46	120.15	UPPER DIVISION

ALL UNIVERSITIES -- GRADUATE INSTRUCTION

AG	BIO	BUS	EDUC	ENGIN	F. ARTS	LANG	HEALTH	LAW	LETTERS	MATH	PHY.SCI.	SOC.SCI.	
--	318.99	174.85	191.96	--	333.31	269.76	393.73	--	250.90	393.52	452.02	230.76	MASTERS ONLY
492.00	534.95	224.76	220.23	638.70	362.33	389.60	--	219.19	284.38	564.42	582.01	386.87	MASTERS AND DOCTORAL

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APPENDIX 3. EISENHOWER MATHEMATICS AND SCIENCE EDUCATION PROGRAM

Grants are made under this program on a competitive basis to qualified public and private institutions of higher education for the purpose of improving or expanding precollege instruction in mathematics or science. The New Mexico Commission on Higher Education placed $212,540 in competition for 1990-1991. Table AP.3.1 shows the postsecondary institutions that submitted proposals and the amounts funded. Selection of funded projects was based on documented need, appropriateness of proposed goals and activities, and cost effectiveness.

Eisenhower Project Summaries

Master of Science Teaching Program (NMIMT). This program is designed to offer intense, two-week courses in the areas of science, mathematics, and engineering, to 6-12 in-service teachers statewide. The courses carry two graduate science teaching credits each, which may be applied to the Master of Science teaching degree offered by New Mexico Tech. In addition, a third credit may be earned for each course by carrying out a directed study in conjunction with the course. The directed study emphasizes curricular applications of material covered in the course.

Chemistry Demonstration Kits for Elementary Teachers (NMSU). This project provided three-day workshops to elementary school teachers in the Las Cruces, Alamogordo, Deming, Gadsen, and Hatch school districts. Each workshop included three components: (1) presentation of major chemical concepts; (2) preparation by participants of kits consisting of chemicals and laboratory equipment necessary to perform demonstrations; and supervised demonstrations by participants using supplies from the kits. The kits became the properties of the teachers' schools.

Discovering Calculus with Calculators (UNM). A four-week summer mathematics course carrying graduate credit was offered to high school teachers. The course focused on new ways of approaching topics in calculus made possible by use of the HP-28S symbolic graphing calculator, which was made available to each participant.

Mesa Teacher Institute (UNM). This summer institute was designed to improve the ability of middle school teachers to deliver quality instruction in science and mathematics to underrepresented minority groups. Specific goals were to further develop the participant's higher order thinking skills; to encourage participating school districts to implement systemic change in their science and math programs; and to develop teaching techniques for increasing the academic and skill level abilities of these students in science and mathematics. New Mexico MESA (Mathematics, Engineering, and Science Achievement) increased by ten the number of middle schools it serves.

Hands-On Mathematics/Science Summer Institutes for Teachers (ENMU). Two-week sessions were offered to teachers of grades four through eight in each of three areas: mathematics, physics, and chemistry. Participants learned how to use simple, safe, hands-on activities with inexpensive equipment and supplies to teach concepts and applications in these disciplines. Re: Learning principles were applied.

TABLE AP.3.1.
Eisenhower Mathematics and Science Education Program, P.L. 98-377
Funding Schedule, Fiscal Year 1990-1991

PROPONENT: INSTITUTION/ DEPARTMENT(S)	PROJECT TITLE	FUNDS REQUESTED	FUNDS AWARDED
NMIMT/Chemistry	Master of Science Teaching Program at NMIMT	$58,895	$54,533
NMSU/Chemistry	Chemistry Demonstration Kits for Elementary Teachers	$30,616	$30,616
UNM/Mathematics and Statistics	Discovering Calculus with Calculators	$39,495	$39,495
UNM/Engineering	MESA Teacher Institute	$49,786	$42,000
ENMU/Mathematics/Science	Hands-On Mathematics/Science Summer Institutes for Teachers	$50,649	$45,896
NMSU/Curriculum and Instruction	Smarts for Rural and Minority Schools	$62,450	-0-
NMSU/Curriculum and Instruction	A Science, Technology, and Society Program for Middle School Teachers	$83,780	-0-
NMSU/Engineering	Engineering Seminar for Pre-College Students and Their Mathematics/Science Teachers	$81,681	-0-
SFCC/Arts and Sciences	Institute for Minorities and Women in Mathematics/Science	$49,965	-0-
UNM/Engineering	Summer Bridge Program	$31,056	-0-

OVERVIEW OF PROPOSALS SUBMITTED, FISCAL YEAR 1990-1991

TOTAL PROJECTS SUBMITTED	TOTAL FUNDS REQUESTED	TOTAL PROJECTS RECOMMENDED FOR FUNDING	TOTAL FUNDS AWARDED
10	$538,373	5	$212,540

Cooperative Education Network Update
September 1990 - September 1991

The purpose of the Cooperative Education Network is to expand cooperative education programs in New Mexico colleges and universities and increase opportunities for students for combined educational and employment experiences. The Network is to supplement existing programs to include employment experience in rural areas, small businesses, and fields not included in traditional campus-based programs. The Network was created by the State Legislature and assigned to the Commission on Higher Education.

The basic concept of integrating work experience and education can be applied in many different ways. These are the three forms of employment on which the Network focuses: Parallel Cooperative Education, Alternating Cooperative Education, and Summer Cooperative Education.

The Commission's working definition was approved in September 1990 as follows:

> Cooperative Education, popularly referred to as "Co-op", is a formalized program under the direction of a postsecondary institution to optimize learning in an alternate setting. Cooperative Education provides experience based learning for college students through paid employment in practical, curriculum-related work assignments structured to meet student's interests, abilities, and aptitudes while meeting employer's needs.

Activities, Presentations, and Meetings

The Network participated in career fairs at Western New Mexico University; the University of New Mexico's Hispanic Engineering Career Fair; the Minority Outreach Recruitment Education/Employment Consortium's Career Fair at the Dream Warriors Science and Math Camp; and Tohatchi High School Career Day.

The Network participated in presentations, conferences, and meetings with the UNM-NASA Scholarship students; the Cooperative Education Association National Conference; the Clovis Chamber of Commerce; the Greater Albuquerque Chamber of Commerce; the Albuquerque Hispano Chamber of Commerce; the Las Cruces Chamber of Commerce; the Two-year Cooperative Education Administrators; the Small Business Development Centers Advisory Committee; Leadership Forum associated with Futures For Children; the Mescalero Apache Tribe Education Department; the National Coalition of Employers Quarterly Meeting; the Navajo Division of Education, Navajo Nation; the New Mexico Placement Council; the New Mexico Highway and

Transportation Department Personnel Department; the New Mexico Game and Fish Department Personnel Representative; the New Mexico College Day Committee; the New Mexico Career Information System Spring Conference; and the Cooperative Education Month (October 1991) Task Force.

Campus visits were made to talk about institutional cooperative education programs and plans for the future to NMSU, UNM-Valencia, Albuquerque TV-I Deans Meeting, Clovis Community College, NMSU-Alamogordo, ENMU-Roswell, NMSU-Carlsbad, Eastern New Mexico University, and New Mexico Junior College.

Annual Cooperative Education Survey

The purpose of the survey, summarized in Table AP.4.1 below, is to gather information about Cooperative Education activities in the state.

For the 1989-90 academic year, the number of students who participated in Co-op was 1,074. The number of employers was 199, and 88 of the employers were located in New Mexico (numbers include employers who hire students from one or more institutions). The average GPA of the Co-op students was 2.49. The institutions who participated in the 1989-90 survey were: UNM, UNM-Los Alamos, NMSU, NMHU, WNMU, ENMU, Clovis Community College, New Mexico Tech, St. Johns College, and San Juan College.

For the 1990-91 academic year, the number of students who participated in Co-op was 1,212, and the number of students who applied for Co-op jobs was 2,333. The highest in-state salary earned by a cooperative education student was $13.40 per hour and the lowest was $3.35 per hour. The highest out-of-state salary earned was $11.28 and the lowest out-of-state salary earned was $6.51 per hour as reported in the survey. The number of employers who hire Co-op students was 275, and 162 of the employers were located in New Mexico (numbers include employers who hire students from one or more institutions). The average GPA of Co-op students was 3.26. The institutions who participated in the 1990-91 survey were: UNM, UNM-Los Alamos, NMSU, NMSU-Carlsbad, NMHU, WNMU, ENMU, NM Tech, College of Santa Fe, San Juan College, Santa Fe Community College, Clovis Community College, New Mexico Junior College, Albuquerque TV-I, and Tucumcari Area Vocational School.

Cooperative Education Professional Development Workshops

Workshops are sponsored and organized by the Network at least once a year to provide professional development seminars for Cooperative Education administrators and to increase and expand their cooperative education programs. The topics discussed this past year included: Co-op/Placement Software for Program Administrators; Grant Writing for Federal Cooperative Education Grants; Enhancing Employer Relationships; How to Market Your Program to Different Employer

Organizations; and How to Recruit and Retain Employers Through all Cycles.

Cooperative Education Network Materials

The following are materials designed and used to fulfill the Network's purpose: Employer Presentation Brochure; Booth Display; Employer Mailer called "New Mexico's Innovative Employment Strategy for You"; and information sheets of New Mexico Cooperative Education for employers and students. A brochure for students to learn about what cooperative education can do for them in their career is in the development stage.

Universities and Colleges Involved in the Network

Institutions who participate in the Network are Albuquerque TV-I, Clovis Community College, ENMU, ENMU-Roswell, Luna TV-I, NMHU, New Mexico Junior College, New Mexico Institute of Mining and Technology, NMSU, NMSU-Alamogordo, NMSU-Carlsbad, NMSU-Dona Ana, NMSU-Grants, Northern New Mexico Community College, San Juan College, Santa Fe Community College, Tucumcari Area Vocational School, UNM, UNM-Gallup, UNM-Los Alamos, UNM-Valencia, WNMU, Crownpoint Technical Vocational Institute, Navajo Community College, St. John's College, and the College of Santa Fe.

Table AP.4.1. COOPERATIVE EDUCATION SURVEY DATA SUMMARY

	1989-90	1990-91
Student participants	1,074	1,212
Average GPA of student participants	2.49	3.26
Student applicants	1,578	2,333
NM employer participants	88	162
NM salary range (per hour)	$3.35-$12.98	$3.35-$13.40
Out-of-state employer participants	111	113
Out-of-state salary range (per hour)	$6.93-$13.73	$6.51-$11.28
Institutions participating: 4-year	7 (6 public)	7 (6 public)
Institutions participating: 2-year	3	8

Source: Cooperative Education Survey Results, 1989-90 and 1990-91 academic years.

Presently the Commission on Higher Education does not require institutions to submit data about program funding in the annual cooperative education survey.

APPENDIX 5. EDUCATIONAL OPTIONS INFORMATION CAMPAIGN

The Educational Options Information Campaign is administered by the Commission on Higher Education. For the second year the State Legislature appropriated $148,800 to the Commission to provide information regarding educational options to the citizens of New Mexico by working with the State Department of Education, school districts, postsecondary institutions and many other organizations already involved in this general area. The objective of the Educational Options Information Campaign is to increase the awareness of middle school students, parents, and prospective adult students regarding the opportunities, expectations and preparations necessary for a postsecondary education.

In the first academic year (1990-91) of the Educational Options Information Campaign (EOIC), a request for proposal (RFP) process was administered by the Commission. Six proposals were received, one from a consortium that included the New Mexico Educational Assistance Foundation (NMEAF). However, none of the proposals fulfilled all conditions of the RFP, and so NMEAF received the grant to administer and coordinate elements of two proposals---those of the aforementioned consortium and Education Communicators, a group comprised of M.T. Hyatt & Company and Video Enterprises. Given the success of the first year's cooperative effort, an administrative decision was made to continue the existing arrangement under a joint powers agreement.

During the first year a program was designed to develop a statewide campaign to promote the value of education to New Mexico citizens. The campaign targeted seventh graders; non-high school graduates between the ages of 18 and 24; parents of seventh graders; and other non-high school graduate adults.

The Middle School program materials include:

- Video: a 10 minute motivational video to shown in mid school classrooms through the state;
- Presentation Kit: a lesson plan and educational resource guide for a presenter to provide classroom discussion models in support of the video and brochure;
- Brochure: a brochure which details possible careers and shows the direct correlation between education and obtaining these careers;
- Career Wheel: an interactive guide for matching career interests with careers and education;

- Book Covers: a book cover is designed to reinforce the themes of goal setting and the value of higher education;

- Toll-free phone lines: for students, parents, and potential students to obtain information on post-secondary education opportunities;

- Parent Mailers: an information piece to be distributed to all middle school parents in the state informing them that their student is a participant in the program; and

- PSA's: "You Make Choices Everyday" is the theme of radio television public service announcements distributed statewide.

First year efforts with seventh graders were very highly praised by students and school personnel. Approximately 70 percent of the students responded that the "Places You'll Go" brochure influenced the way they think about education, and 75 percent of the students indicated that they were now considering postsecondary education. One hundred percent (100%) of the presenters (teachers or counselors) indicated they would continue the program in their school.

The 1991-92 academic year will target approximately 32,000 students. Campaign material will be distributed to public and private schools, the State's Youth Authority, and youth enrichment programs.

The Adult Non-traditional students program materials include:

- Brochure: a brochure printed in English and Spanish listing educational options and a listing of state sites and telephone numbers for various programs and institutions in New Mexico;

- Toll-free phone lines: for students, parents, and potential students to obtain information on post-secondary education opportunities;

- Poster: a poster which lists and describes educational options and a listing of state sites and telephone numbers for various programs and institutions in New Mexico; and

- PSA's: "Its Never Too Late To Go Back To School" is the theme of radio and television public service announcements; radio announcements will be in three languages: English, Spanish, and Navajo.

Joint partnerships with corporations include:

Albuquerque Publishing, Inc. **Brownwrapper Insert**: one million newspaper inserts on information for key adult education programs and resources available in the state;

Public Service Company of New Mexico, **Invoice Insert**: 300,000 billing inserts describing the two campaigns and the toll-free telephone number to seek out information on educational options; and

Borden, Inc., **Milk Labels**: 140,000 milk labels with the logo "It's Never Too Late To Go Back To School" and the toll-free telephone number for information regarding educational options.

State agencies and community organizations that are assisting the campaign to provide information are: State Department of Education-the Adult Basic Education and Vocational Education Divisions, the State Department of Labor, the Human Services Department, JTPA programs, the New Mexico Coalition for Literacy, and the New Mexico Trio programs which include Student Support Services, Talent Search, and the Educational Opportunity Centers.

The plan for the second year is to refine the program, reach a new class of seventh graders, reinforce the message "The Places You'll Go If You Go To School" with book covers to eighth graders, emphasize the adult campaign, and develop a longitudinal study.

APPENDIX 6. PRIVATE PROPRIETARY SCHOOLS

New Mexico's Post-Secondary Educational Institutions Act requires that the Commission on Higher Education approve postsecondary education institutions operating in the state or actively soliciting students within the state.

The law further specifies that institutions holding external accreditation, offering only religious programs, offering programs that are avocational or recreational in nature, offering only training to employers for their employees or to business or fraternal groups for their members, or operating with public funding are exempt from Commission review. However, these institutions must demonstrate their eligibility for exemption to the Commission. Also exempted are any schools operated subject to occupational licensing laws of the state, such as beauty/cosmetology schools, real estate schools, and various health-related professional schools, although some of the latter school voluntarily register with the Commission.

Because of limited staff time, schools approved for operation are subjected only to a brief desk review. Consequently, they are advised that they are to represent Commission approval only as "registration," not as licensing, accreditation, or any similar endorsement of their program.

For 1991-92, 128 schools were approved by the Commission (including those having various exemptions). Last year the Commission approved 126, however, additional schools were provisionally registered by staff subsequent to the Commission approval date. Thirteen of the 128 schools are new registrants this year; 25 schools did not renew registration this year. A summary of the schools recommended for approval as of October 1, 1991, is presented below. Because schools may submit their requests for registration at any time, there actually will be a additional schools provisionally registered by the staff prior to the next Commission approval in Fall 1992.

Table AP.6.1. Summary of Schools Registered for 1991-92

	In-State	Out-of-State
Vocational/Career Schools		
Nonaccredited	29	4
Accredited*	33	35
Religious Programs Only*	5	2
Tax-Supported*	4	
Employee Training Only*	1	
Avocational/Recreational*	15	
	87	41

* Exempt from CHE regulation; 95 (74%) of the 128 schools registered are exempt.